CUMBERLAND COLLEGE

CUMBERLAND COLLEGE ANNUAL REPORT 2014-15

Vision

Cumberland College will be the preferred choice for education and training for adults in North Eastern Saskatchewan.

Mission

Cumberland College, in collaboration with partners, is committed to providing lifelong learning opportunities today, that prepare individuals and communities for tomorrow.

Values

The following values support Cumberland College's work with students and communities. These values inform everything the college does.

Accessibility - Cumberland College believes accessibility is its core, fundamental value. For Cumberland College, accessibility means a number of things. It means having campuses in four communities throughout our region. It also means "reaching out" to other communities - and particularly First Nations and Métis communities – to offer programming on-site in a culturally-relevant manner (which ensures the accessibility of curriculum). Accessibility also means meeting students exactly where they are (in terms of their preparedness for post-secondary studies) – assessing their strengths, building upon these strengths, and moving students along toward their desired goals. In terms of accessibility, Cumberland College will strive to eliminate barriers to learners and to ensure all of our programs and services are as accessible as possible.

Learning-Centered - Cumberland College strives to be learner-centred, putting learners' needs first and foremost in everything we do. We are a learning organization wherein learning and the needs of the learner direct all College activities. All students, staff, and Board members are learners. We believe learning creates positive change and personal growth.

Innovative and Continuous Improvement - Cumberland College believes the spirit of innovation and continuous improvement is essential. Innovation is being open to and engaging in new ideas and ways of practice. Innovation is realized in the classroom through to the Boardroom resulting in learner success. Continuous improvement is realized through an ongoing engagement with Lean processes around excellence, efficiency, and quality.

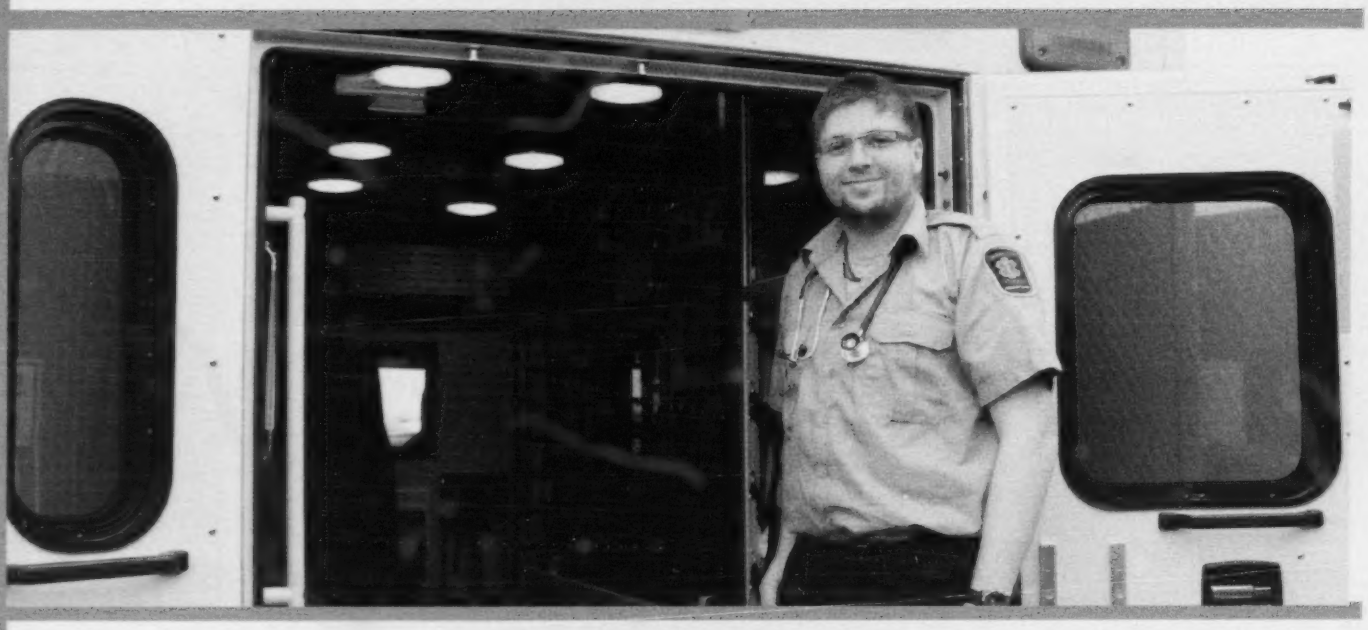
Collaboration - Cumberland College is a collaborative organization and continually seeks to work in partnership and collaboration with other community groups and agencies, societies, and government departments to address the training and research needs in Northeast Saskatchewan. The College believes collaboration is a process of mutually respectful, shared decision-making.

Ethical Stewardship - Cumberland College practices ethical stewardship in the management of resources (human, physical, and financial) in a transparent, accountable manner in accordance with regulatory practices and the College's Code of Ethics.

High Quality Teaching - Cumberland College believes high quality teaching is central to the teaching and learning process and prides itself on providing high quality teaching to its learners. To facilitate high quality teaching, Cumberland College will support instructors in a variety of ways and encourage instructors to engage in professional development related to their instructional assignments.

Healthy and Engaged Employees - Healthy and engaged employees are critical to undertaking the core activities of Cumberland College. As such, Cumberland College believes in providing a healthy work environment which fosters creativity, happiness, and a general sense of satisfaction. Cumberland College also believes in promoting a strong sense of work-life balance.

Learning Organization - Cumberland College is a learning organization. As a learning organization Cumberland College is a place where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where employees are continually learning to see the whole together.



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Letter of Transmittal

December 16, 2015

Honourable Scott Moe
Minister of Advanced Education
Room 307, Legislative Building
2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Moe:

On behalf of the Cumberland College Board of Directors, Management and Staff, and in accordance with Section 16 of the ***Regional Colleges Act*** and Section 19 of the ***Regional Colleges Regulations***, I am pleased to present our Annual Report for the year ending June 30, 2015.

We are proud of our achievements during this fiscal year. These achievements reflect our commitment to providing quality lifelong learning opportunities, which prepare individuals and communities for tomorrow.

Respectfully submitted,

Jim Thiessen
Chairperson, Board of Directors

Enclosure

Board of Directors

2014-15 Board of Directors

Back: Marcel Head, Jim Thiessen (Board Chairperson)
Front: Jean Lidster, Cecil Gooliaff, Peter Waldbillig (Vice-Chairperson), Joe Taylor

2014-15 Board Activities

Regular Board Meetings: 6
Special Board Meetings: 1
Annual General Meeting: June 9, 2015

Board Appointments

Chairperson: Jim Thiessen
Vice-Chairperson: Peter Waldbillig
ASRC Representative: Jim Thiessen

Message from the Chairperson and President

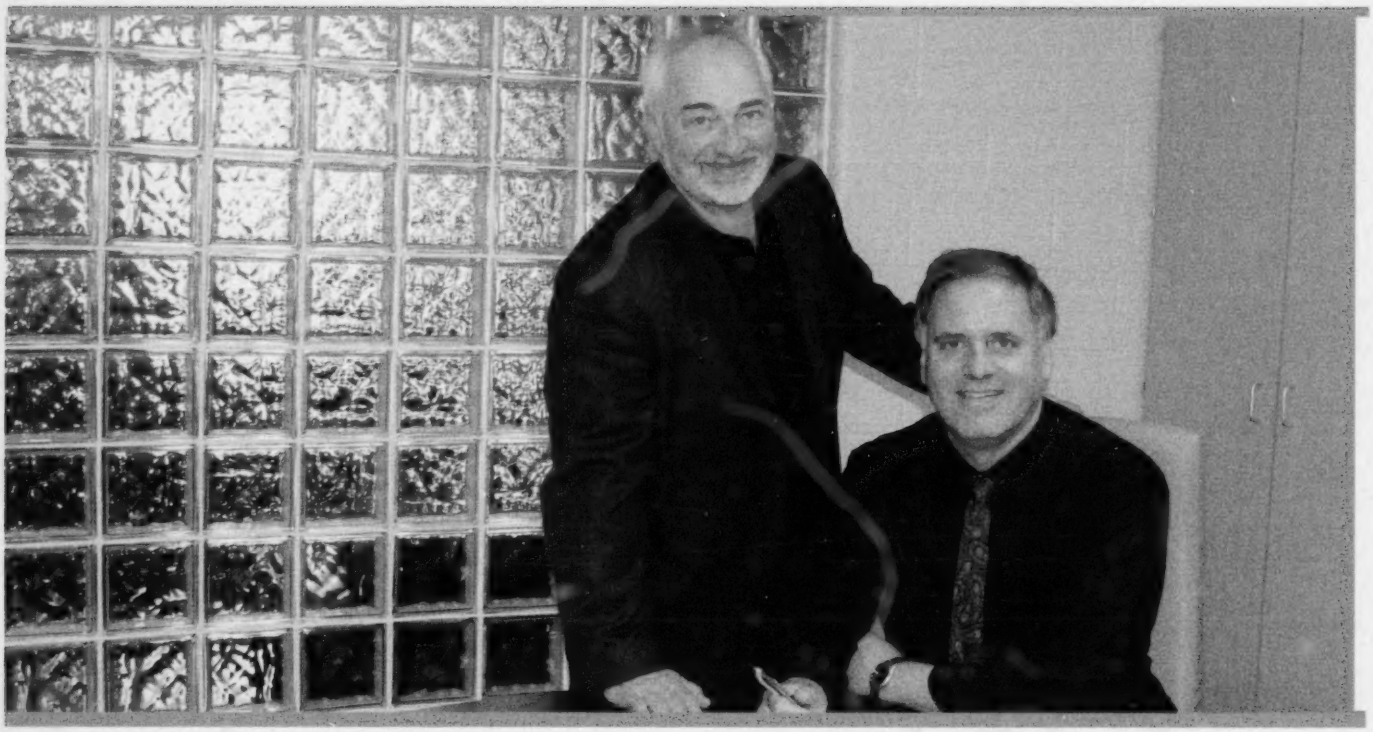
Cumberland College is a publicly-funded institution with a mission to provide, in collaboration with partners, quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, responsive, relevant, and flexible.

Education and training are fundamental to the advancement of individuals, communities, and society. Cumberland College plays a pivotal role in providing the education and training required by the citizens and communities in northeastern Saskatchewan and, consequently, the advancement of the socio-economic development in the region, province, and nation. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

The strategic directions of the Strategic Plan focus on Indigenizing the College, Strategic Enrolment Management, providing New and Innovative Programs, Building Community and Enhancing Community Capacity, and Fundraising and Finding New Resources.

Some highlights of the year are:

- All ABE and technical program students were offered practical application experiences to complement their studies and to increase their employability.
- The College offered an Instructional Skills Workshop (ISW) to train instructors around best-practices around adult pedagogy and various educational principles and practices.
- The student satisfaction survey indicated 92% of students rated their satisfaction with the quality of instruction in their courses and programs as either very satisfied or satisfied.
- ABE credit programs had an 80.5% Aboriginal participation enrollment rate.
- Two Board governors completed the Governor Development and Certification Program.
- Cumberland College Board of Directors actively engaged with their communities through a number of additional activities including a meeting with Mayor and Council in Nipawin, Tisdale, and Melfort; two Board members attending the CICan AGM in Winnipeg; meeting with Minister Doherty and MLA Fred Bradshaw (July 2014); and undertaking a Blanket Exercise at the Board retreat in June (which reviewed and demonstrated the policies of Aboriginal assimilation undertaken by the federal government over the decades).
- One Lean Value Stream Mapping (VSM) event was undertaken for scholarship application and awards. As well, the College revised and upgraded its student registration process through a Lean initiative.
- Cumberland College began its first Strategic Enrolment Management (SEM) initiative which focused on identifying and addressing the holistic needs of all students. As a result, Learner Services staff have begun to implement various support service strategies to address those needs.



- The College hosted the first system-wide Strategic Enrolment Management workshop to be held in Saskatchewan. The two-day workshop was attended by most public post-secondary institutions in the province and was facilitated by a Canadian SEM expert from the University of Manitoba.

- The College was awarded a grant of $504 000 (to be distributed over five years) from the International Minerals Innovation Institute to offer safety training, training in Applied Certificate in Electrical and Applied Certificate in Industrial Mechanics, and to purchase program equipment.

- Cumberland College was one of the first colleges to sign an Indigenous Education Protocol in Ottawa, a document which was prepared by Colleges and Institutes Canada (CICan) after close consultation with national aboriginal groups.

In the coming year the College will continue to provide programs and services that are consistent with the overall direction of the Ministry of Advanced Education and Ministry of the Economy, as well as the direction of the College's strategic plan. The unique needs of the region and the province will continue to be the focus of program and service delivery. Expanding partnerships within communities and with business and industry will be integral to the College's success in the coming year. The Board is proud to present the College's 2014-15 Annual Report.

Sincerely,

Mr. Jim Thiessen
Chairperson, Board of Directors

Dr. Thomas Weegar
President

Operating Environment

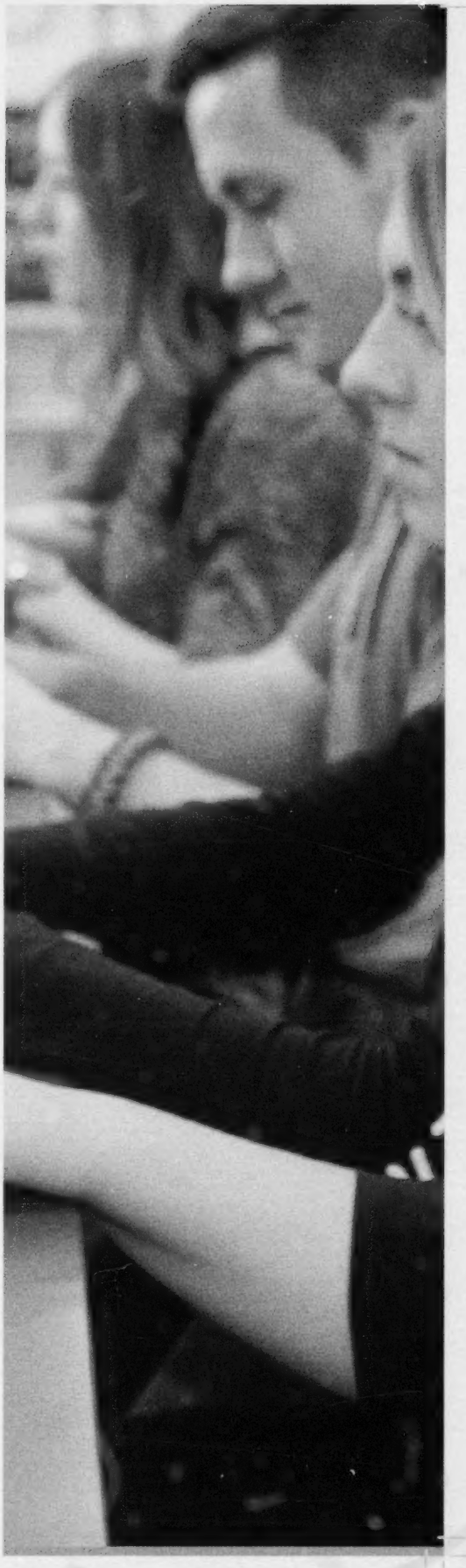
After a number of years of steady growth, the Saskatchewan economy slowed in 2014-2015, largely due to a drop in the price of oil. Nevertheless, enrolment in Cumberland College's programs continued to be strong, and indeed increased from the previous year, as students took this opportunity to continue their education for when the economy rebounds in Saskatchewan. As a result of strong enrolment growth, the demand for technical and skilled training programs continued to be high, highlighting the need for the programs which Cumberland College offered to its region.

While Saskatchewan's economy plateaued, a number of other provinces experienced a decrease in economic growth. As a result, most provincial funding allocations to post-secondary institutions were significantly reduced (or at best, did not keep up with inflation).

In spite of limited funding, Cumberland College continued to meet the demand of augmented training needs by leveraging resources through partnerships and maximizing capacity. Thus, the College received $504,000 in funding from the International Minerals and Innovation Institute (IMII) to both purchase much-needed electrical equipment and to expand our offerings of Applied Certificate in Electrical and Applied Certificate in Industrial Mechanics programs. As well, Cumberland College continued to focus on programming partnerships with Aboriginal communities and addressing the ABE waitlist by leveraging funding available through First Nations resources. The College also began year two of an innovative, local Bachelor of Education program specifically designed to train local teachers for local jobs. This B.Ed. program is undertaken in partnership with the North East School Division (NESD) and the University of Regina and started year two September 2014 with 28 students.

After hiring a new President and Chief Executive Officer in 2013, Cumberland College embarked on a new Strategic Plan (2014-2017) which involves five significant Strategic Directions (these Strategic Directions are described more fully in the following section). As a result of these five Strategic Directions, Cumberland College is "breaking new ground" in terms of how it serves the Aboriginal and non-Aboriginal communities throughout its region.

As a result of continued strong enrolment in 2014-2015, the campuses at Melfort, Tisdale, and Nipawin are utilized to full capacity. Expansion of future programming will require renting space in the various communities. As well, due to declining student numbers in Hudson Bay, Cumberland College has embarked on a new service model for the delivery of programs in Hudson Bay, moving from a "bricks & mortar" presence in the community to an approach where the college will lease space as programming needs arise.



HOLLISTE

Strategic Plan

Cumberland College embarked on a new Strategic Planning Initiative to develop a three-year Strategic Plan for 2014-2017. The strategic planning process used an innovative, student-centred approach which started by holding series of workshops with students at each campus using an Appreciative Inquiry methodology. During these workshops, students were asked to explore the questions, "Tell us about the most vibrant, engaging, and invigorating learning experiences you have ever had, an experience that felt particularly joyful, creative, and/or successful – a real high point in your career as a student. Looking at your entire experience, recall a time when you felt most alive, most involved, or most engaged about your learning. What made it an exciting and engaging learning experience? Who was involved? Describe the event in detail." This process gathered a volume of data about "vibrant, engaging, and invigorating learning experiences" which then became the building-blocks of our 2014-2017 Strategic Plan. So in a very real manner, our 2014-2017 Strategic Plan was directly based upon the input and advice of students!

Through our strategic planning process, Cumberland College developed five significant Strategic Directions:

- Developing an Indigenizing the College Initiative – Cumberland College is the only college in the Saskatchewan system which has specifically decided to embark upon an Indigenizing the College initiative.
- Undertaking New and Innovative Programs – this is the cornerstone of what Cumberland College does.
- Fund-raising and Finding New Resources – this will allow Cumberland College to continue to diversify its revenue base.
- Building Community and Enhancing Community Capacity – this may include a number of initiatives, and Applied Research is certainly key to this Strategic Direction.
- Undertaking a Strategic Enrolment Management (SEM) Initiative – Cumberland College is "leading the charge" in Saskatchewan around this particular initiative.

As a result of these five Strategic Directions, Cumberland College is "breaking new ground" in terms of how it serves the Aboriginal and non-Aboriginal communities throughout its region.

In the past year, Cumberland College has achieved a number of significant milestones around the Strategic Plan as follows:

Strategic Direction #1 – Indigenizing the College

- Established a First Nations and Métis Advisory Council to oversee the Indigenizing the College process and advise the College on matters affecting Aboriginal students and Aboriginal communities.
- Cumberland College presented at the "wahkotowin: Indigenizing Practice: Linking Kindred Spirits" conference on Friday, Sept. 26, 2014 and the "Think Indigenous Education Conference" on March 20, 2015 (both at the University of Saskatchewan). The presentation at both conferences was called "Journey of Indigenizing – Formative Steps for a Small Regional College."

Strategic Direction #2 – New and Innovative Programs

- Offered a number of short, certificate programs to meet employment needs including Start Smart in Nipawin and the University of Regina's Professional Leadership Certificate and Professional Management Certificate in Tisdale and Nipawin.
- Offered three six-week ABE Transitions to Post Secondary programs in Nipawin, Tisdale, and Melfort during the summer months.
- Established a Program Planning Council to oversee and coordinate the development of programs.

Strategic Direction #3 – Fundraising/Finding New Resources

- Received $504,000 from the International Mining Innovations Institute (IMII) for Electrical and Industrial Mechanics program delivery and equipment.

Strategic Direction #4 – Building Community and Enhancing Community Capacity

- Formed a Research Steering Committee and undertook an initial "What is Applied Research" workshop on June 5, 2014 which was attended by 11 Cumberland College faculty and staff.
- Developed research policies and procedures to support an eligibility application to two federal grants (SSHRC and NSERC).

Strategic Direction #5 – Strategic Enrolment Management (SEM)

- Cumberland College hosted a two-day Strategic Enrolment Management Seminar on Oct. 20 & 21 in Nipawin. The seminar was facilitated by Susan Gottheil from the University of Manitoba (a Canadian expert on SEM) and it was attended by post-secondary institutions from throughout Saskatchewan (37 participants). Cumberland College had 15 participants attend.

This Cumberland College Strategic Planning process gathered a volume of data about "vibrant, engaging, and invigorating learning experiences" which then became the building-blocks of our 2014-2017 Strategic Plan. So in a very real manner, our 2014-2017 Strategic Plan was directly based upon the input and advice of students!

First Nations and Métis Advisory Council

On September 12, 2014, Cumberland College held its inaugural meeting of its newly formed First Nations and Métis Advisory Council (FNMAC). The purpose of this Council is four-fold:

1. to provide guidance and direction on important college initiatives such as Indigenizing the College and Elders-in-Residence;

2. to provide feedback to Cumberland College as to how the College is perceived to be serving the communities it serves and how it may better serve these communities;

3. to encourage dialogue between First Nations and Métis communities about what is happening within their communities and how Cumberland College can support these initiatives; and

4. to allow Cumberland College information about programs, services, news, etc to be distributed through Advisory Council members to the community (in this role, Cumberland College First Nations and Métis Advisory Council members will serve as ambassadors for the College).

The FNMAC is composed of representatives from each of the First Nations and Métis communities within the Cumberland College region. These communities include the following:

- Red Earth Cree Nation
- Shoal Lake Cree Nation
- James Smith Cree Nation
- Chakastaypasin Cree Nation
- Peter Chapman Cree Nation
- Muskoday First Nation
- Little Red First Nation
- Kinistin Saulteaux First Nation
- Cumberland House Cree Nation
- Métis Nation Saskatchewan, Eastern Region I
- Métis Nation Saskatchewan, Eastern Region II
- Métis Nation Saskatchewan, Western Region II
- Gabriel Dumont Institute
- East Side LIMB
- North East School Division

The FNMAC is also represented by the College through the President, Board Chair, Executive Assistant (who is the Council's recorder), the Director of Finance and Administration, the On-Reserve ABE Program Manager, the Director of Programs and Services, and a College Board member. As a result, the FNMAC is directly connected with both the President's office and the Board of Directors of Cumberland College. The Council met four times over the 2014-2015 fiscal year and provided a great deal of support and advice to Cumberland College.

Learner Services – Supporting College Staff and Students; Focused on Strategic Enrollment Management (SEM)

The Department of Learner Services delivered a variety of activities and support services that influenced students' initial introduction to Cumberland College, their future enrollment, classroom experience, retention, and goal attainment. As part of the Strategic Enrollment Management (SEM) strategy, Advisors and Employment Advisors responded to both the individual and collective needs of students by implementing a holistic approach to services that recognized the value of addressing both academic and personal barriers throughout a student's educational journey. Delivery of experiential programs expanded learning experiences, connected students to the broader community, and provided opportunities to develop and practice work essential skills through real-life, relevant learning experiences. Integrated support services that were accessible, inclusive, and engaging cultivated meaningful learning experiences and enriched opportunities for student growth.

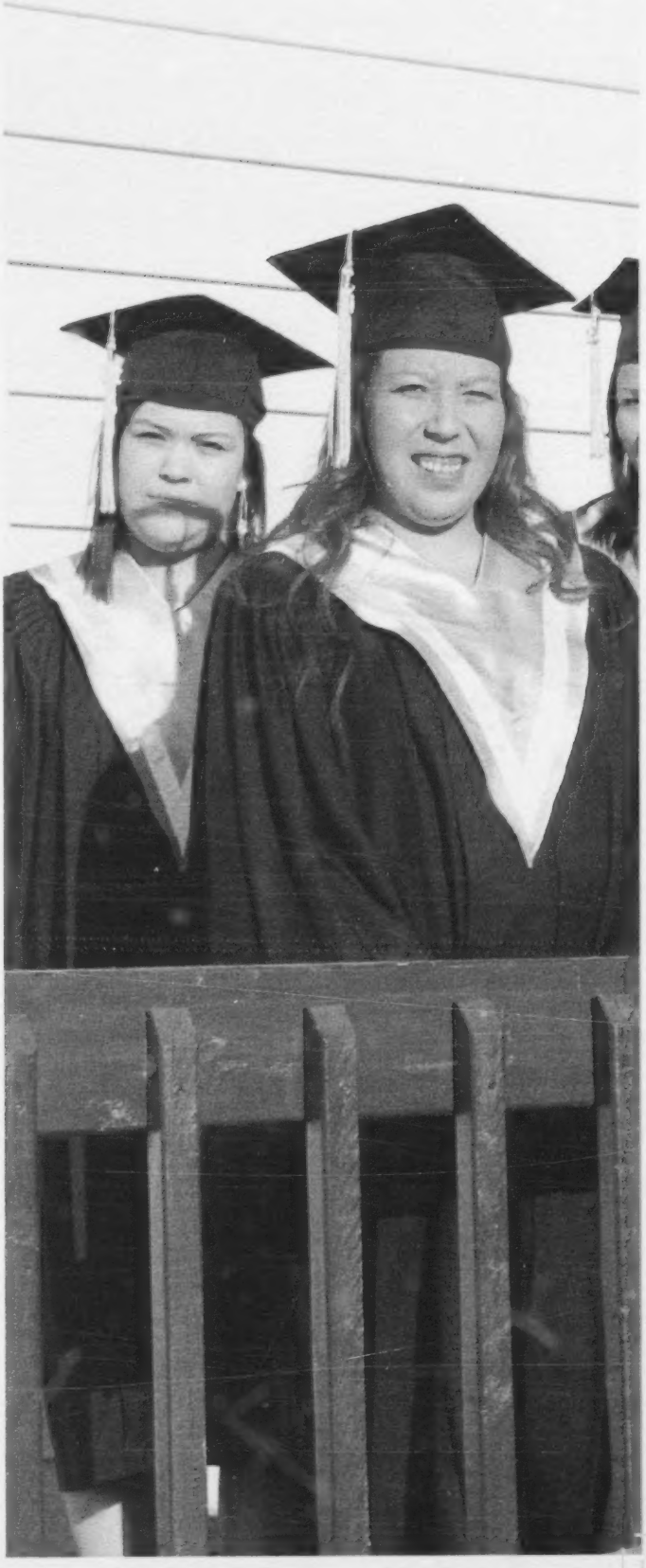
During the 2014-15 fiscal year, Learner Services delivered a number of programs in support of the College's overall strategic plan. As part of Cumberland College's Strategic Direction to Indigenize the College, all ABE students participated in the Guiding Circles career planning workshop. Additional opportunities for students included a student wellness fair, leadership seminars, work placements and community volunteerism opportunities, and an Opportunities in Trades event. These initiatives were developed to support Cumberland College's Strategic Directions focused on SEM, New and Innovative Programs, and Building Community and Enhancing Community Capacity. These special initiatives were all made available to students in an on-going effort to expand learning beyond the classroom.

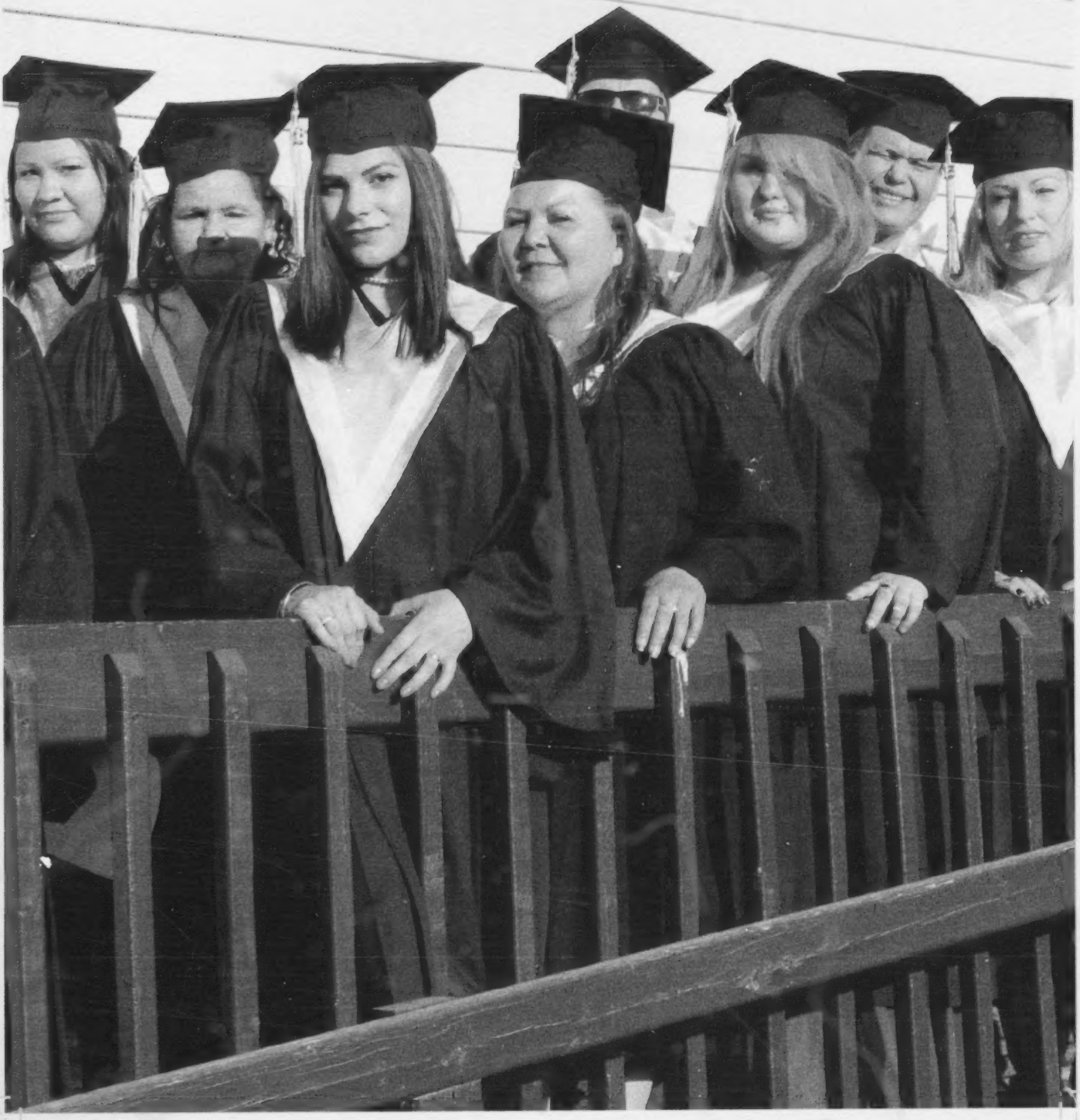
Learner Services expanded learning beyond the classroom walls by connecting students to their communities. The opportunity to gain work essential skills was made possible through a variety of volunteer activities such as Habitat for Humanity, Stuff-A-Bus Community Food Drive, The Good Food Box Program, Tisdale Suicide Awareness Program, and the Salvation Army Christmas Hamper Program.

First Nations Programming – Actively responding to the needs of the region

Cumberland College provided a number of programs in partnership with First Nations communities. These programs include Adult Basic Education at Little Red First Nation, Muskoday First Nation, James Smith Cree Nation, Red Earth Cree Nation and Shoal Lake Cree Nation. Post-secondary programming included an Institutional Cooking program in Prince Albert with Little Red First Nation and Montreal Lake First Nation, and a Youth Care Worker program held in Nipawin (in partnership with Red Earth, Shoal Lake, and Cumberland House Cree Nations).

73.9% of ABE Graduates were First Nations or Métis students





Adult Basic Education (ABE) – Providing the foundation for future growth and development

Adult Basic Education (ABE) is extremely important to students within the Cumberland College region. For many students, ABE is the foundational building-block to improving their lives, lifting themselves from poverty, embarking on additional technical education, and gaining the foundational skills for employment. As a result, Cumberland College strives to offer ABE programming throughout the region including within a number of First Nations communities.

Location	ABE Levels
Little Red River First Nation	Level 2, 3, and GED
Muskoday First Nation	Level 3
James Smith Cree Nation	Level 2, 3, and GED
Nipawin Campus (also for students from Red Earth and Shoal Lake Cree Nations)	Level 2, 3, 4, GED and ESWP (Essential Skills for the Workplace)
Melfort Campus	Level 2, 3, and 4
Tisdale Campus	Level 2, 3, and 4

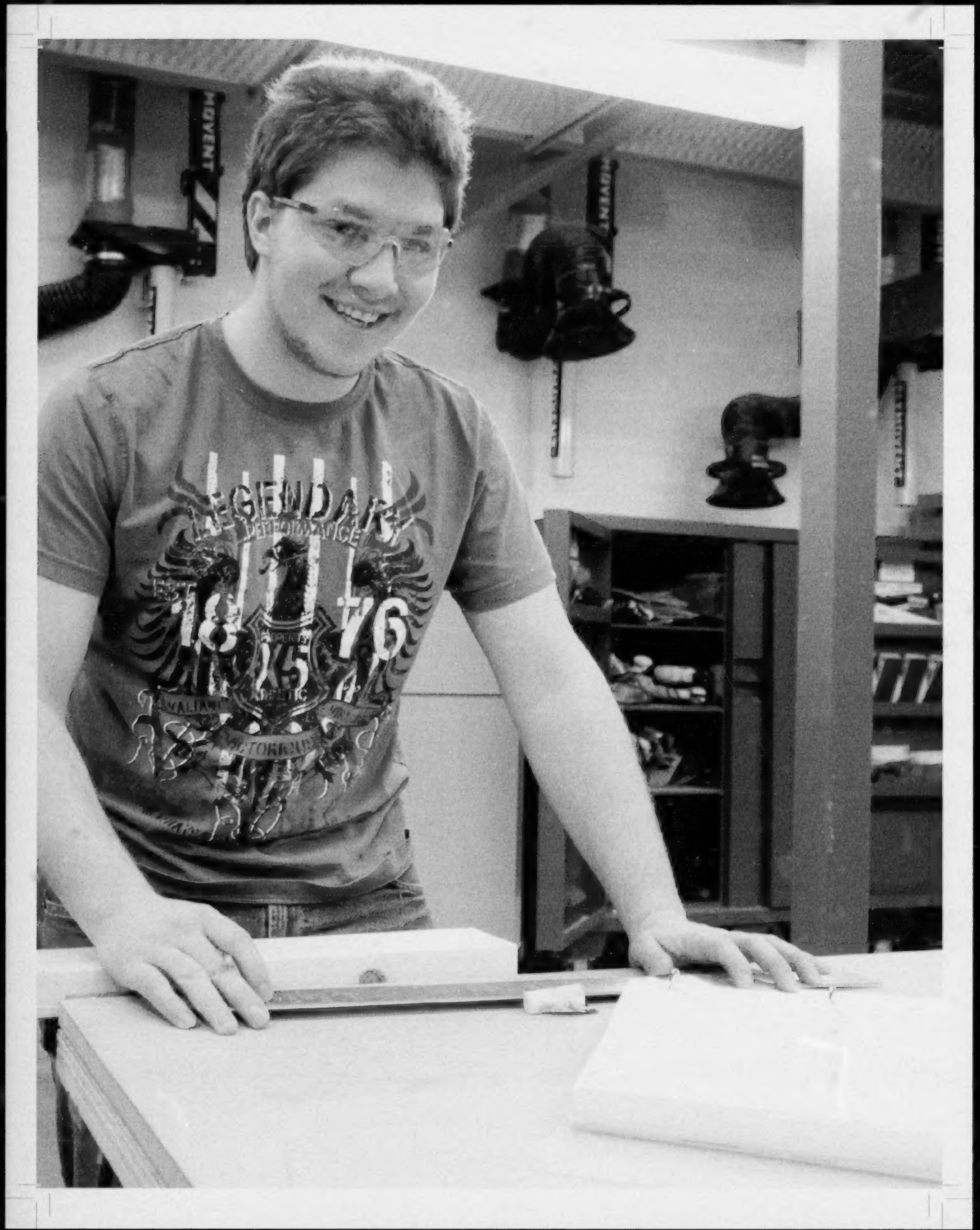
Cumberland College strives to facilitate success for ABE students. To meet this challenge the College has moved in a positive direction through the use of Strategic Enrollment Management (SEM) systems with a goal to improve retention rates and increase the number of ABE graduates. These SEM systems include re-designing our registration systems so that students are fully registered and paid (or have their financing approved and in place) and textbooks are purchased prior to their first day of classes. As well, the College is applying a new attendance policy which ties students' Provincial Training Allowance to their attendance.

Technical Programs – Meeting the skills needs of Saskatchewan

Cumberland College provided a number of Technical Programs to meet the emerging needs of Saskatchewan, to address the province's skills shortage, and to actively meet the training needs of the region. Programs were provided throughout the region in partnership with local employers. These programs included an Institutional Cooking program in Tisdale and Prince Albert (in partnership with the Kelsey Trail Health Region and Prince Albert Health Region) and an Early Childhood Education Level 1 program for day-care employees throughout the region.

As well, the College provided a number of Technical Programs throughout the region including the Office Education program and Business Certificate in our Business centre in Tisdale, Carpentry Applied Certificate and Electrician Applied Certificate (in partnership with International Minerals Innovative Institute [IMII]) in our Trades center in Nipawin, and the Continuing Care Assistant, Practical Nurse, and Primary Care Paramedic programs at our Health center in Melfort.

Within 60 days of completing their studies, 86.4% of the Institute Credit graduates were employed.

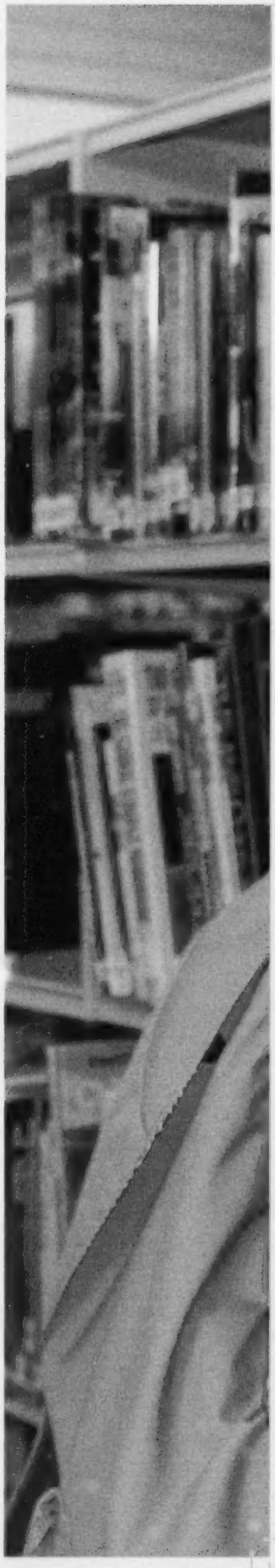

LEGENDARY
PERFORMANCE
1876

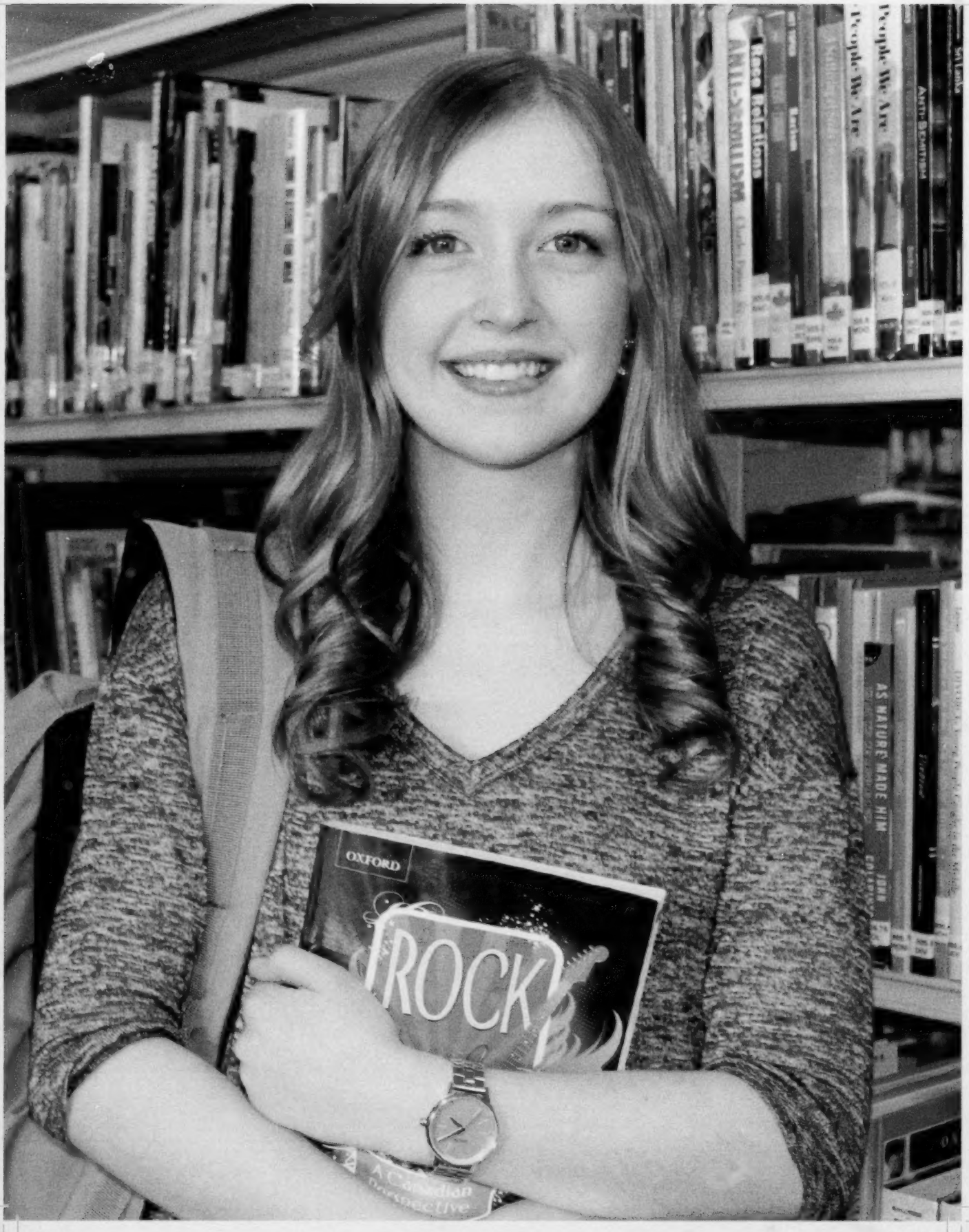
Bachelor of Education and University Studies – Access to university at your doorstep!

In 2014-15, Cumberland College delivered the second year of a four-year Bachelor of Education degree in Nipawin. Hosted in partnership with the University of Regina, the B.Ed. program was designed to address access to teacher-training for local students and the recruitment and hiring needs of the North East School Division (NESD). This is the first time Cumberland College has hosted a full undergraduate degree program with face-to-face classes. The B.Ed. program continued to be tremendously popular with over 28 students enrolled.

Cumberland College is designated as a University of Saskatchewan Arts and Science Off-Campus Site. Ten courses are delivered annually via face-to-face instruction at the Melfort Campus. Several additional U of S and U of R courses are offered via videoconference, online, and televised delivery at all three campuses. These courses are designed to allow local students to undertake their first year locally in Arts and Science, Agriculture, Education, and Human Justice and fulfill the entry requirements for Law, Nursing, Nutrition, Pharmacy, and several other degrees. In some cases, students can even complete full degrees in their home community.

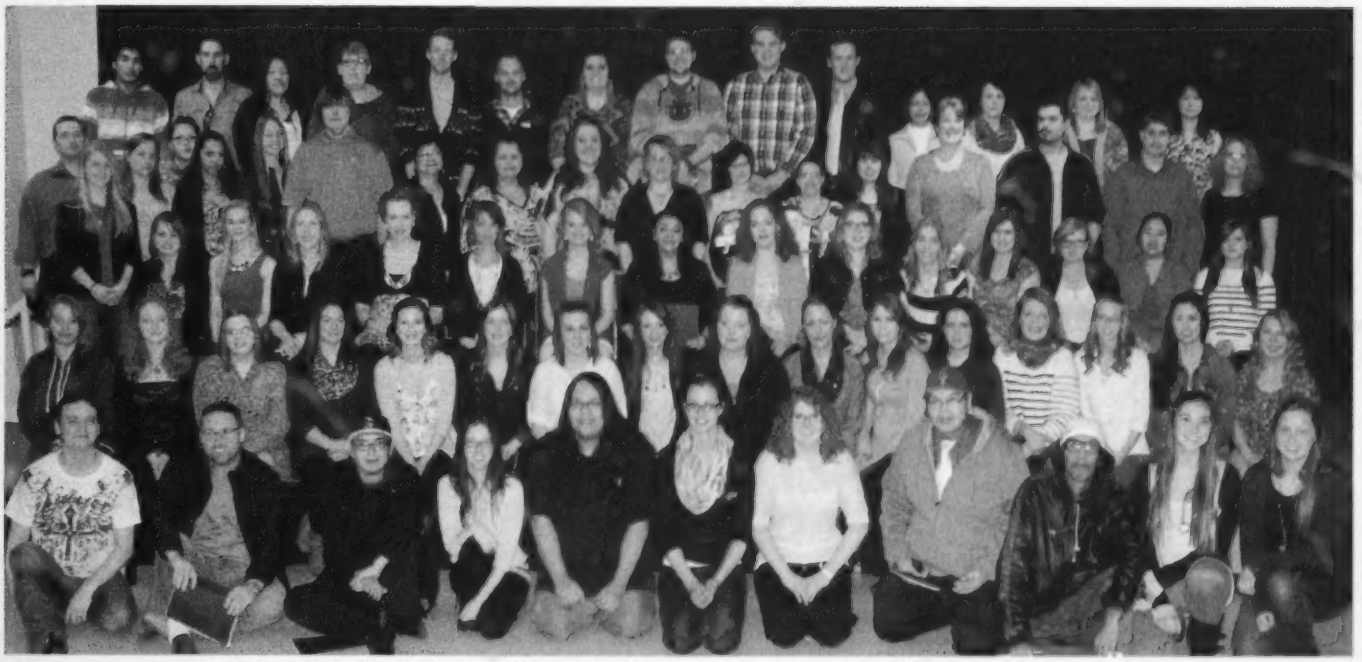
28 students completed the second year of the U of R Bachelor of Education Program




OXFORD
ROCK
AS NATURE MADE HIM

Scholarships – Encouraging students and recognizing success

Training activities close to home provide important academic, social, and economic advantages for students, business, and industry. Financial support from donors enables more students to stay in their home community for their education, thus curbing out-migration of young people and families. As a result, post-secondary scholarships and bursaries are an important aspect of Cumberland College's programs - they demonstrate community interest and support of regional education options in rural Saskatchewan.



Through the generous support of donors and the Saskatchewan Innovation and Opportunities Fund, Cumberland College awarded $108,000 in scholarships to University, Technical, and Adult Basic Education students.

Our Friends and Community Supporters greatly assist our students! Thanks for your support!

Thanks to the generous support of the Saskatchewan Innovation and Opportunity Scholarship Fund and many local donors, 101 Cumberland College students received scholarships in 2014-15. A huge thank you to all our Donors, whose generous support allowed us to provide many awards that will help our students start, continue, and finish their post-secondary education. Many of these students will stay in our region and allow rural Saskatchewan to grow and thrive.

Gold Level Donors

($1000 +)

Ministry of Advanced Education
Ag-Vision Seeds
Chernoff Family Foundation
Cumberland College Board
Fabmar Communications
John Barron Community Trust
Katherine Montgomery Trust
Kelsey Trail Health Authority
Lloyd Carr-Harris Foundation
London Drugs Foundation
Melfort and District Chamber of Commerce
Melfort Physicians Group
Melfort Rotary Club
Nipawin Royal Purple Lodge #67
Our Lady of the Prairie Foundation
Pilkington-Henniger Charitable Trust
Saskatchewan Indian and Gaming Authority
Scotiabank
Maurice Price Foundation
Town of Nipawin
Walker Wood Foundation
Viterra

Silver Level Donors

($500 - $999)

Choice Nutrition Centre
City of Melfort
Cornerstone Credit Union
Cumberland College Staff
Cumberland College Vending Machines
Diamond North Credit Union
Hudson Bay Credit Union
Hudson Bay Rotary Club
JD Carpentry
John Bob Farm Equipment
Kinette Club of Nipawin
Melody Motors
Nipawin Lions
Pineland Co-op
Power 99 Rawlco Radio
Prairie North Coop
R.M. of Flett Springs
R.M. of Kinistino
R.M. of Star City
Tisdale Kinsmen Club
Tisdale Lion L's
Town of Kinistino
Wayne Cochran

Friends of Cumberland Donors

(up to $499)

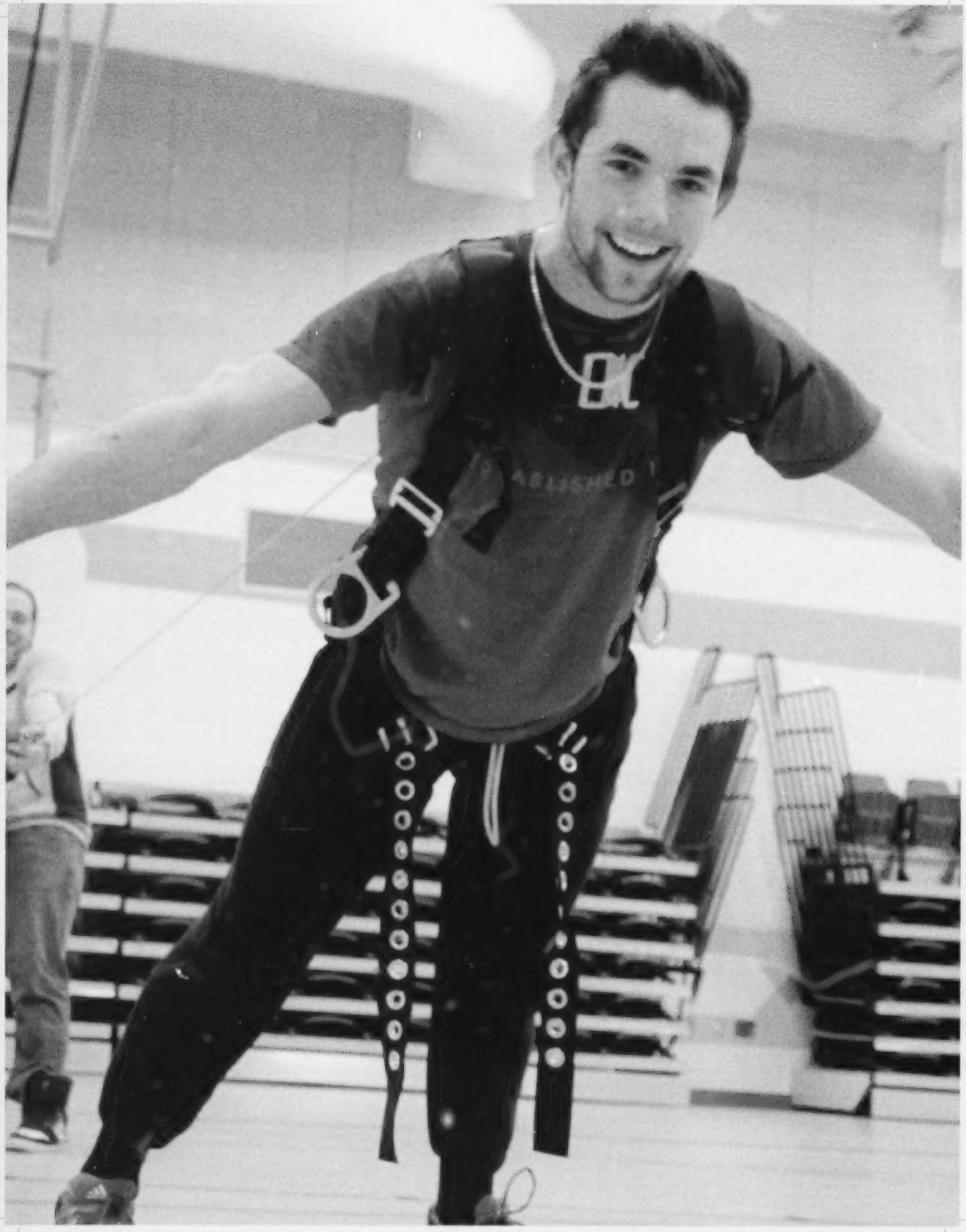
Allied Chiropractic Health Centre
Beeland Coop
Carson and Company Law Offices
Community Futures NewSask
Ferne Warner Memorial
Golden Grain Bakery
Gus' Greek Ribs
Hudson Bay Medical Group
Kinette Club of Melfort
Melfort Knights of Columbus
Smith Agencies Ltd.
Tisdale Eye Care Centre
Tisdale Lanes and Curiosity Corner
Tisdale Recorder and Parkland Review Staff
Town of Tisdale

Continuing Studies and Contract Training – Responding to the local needs of industry and employers

Cumberland College's Continuing Studies and Contract Training is designed to be relevant and responsive to the emerging training needs of industry and employers in the region. Through meeting with employers to determine their training requirements, Cumberland College puts a variety of short-term training programs in place to ensure the local workforce is safe, current, and professional.

During the 2014-15 fiscal year, Cumberland College provided a number of training initiatives through Continuing Studies and Contract Training including: Continuing Care Assistant for Kelsey Trail Health Region employees, Institutional Cooking, U of R Leadership and Management Professional Certificates, Early Childhood Education, Youth Care Worker, IA Truck Driver Training, First Aid and CPR, Fall Protection, Food Safe, Power Engineering – Firemen's level, Computer Skills for Newcomers, and other computer workshops (among other courses).

As well, in October 2014, Cumberland College hosted a two-day Strategic Enrolment Management (SEM) seminar in Nipawin for all post-secondary institutes within the system. The seminar was facilitated by Susan Gottheil (Vice-Provost [Students], University of Manitoba), a Canadian and expert leader in Canada in SEM, and the seminar was attended by participants from all Colleges, GDI, SIIT, and Sask Polytechnic. This was the first such system-wide Strategic Enrolment Management seminar held in Saskatchewan.



Human Resources

Human Resources

2014-15 human resource levels were 55.95 FTE's (5.57 out-of-scope and 50.38 in-scope) up slightly the previous year.

Recruitment of qualified instructors for Technical Programming and for remote On-Reserve locations continues to be a challenge as most instructors are seeking ongoing employment opportunities, not short-term contract positions, and close proximity to larger communities.

Cumberland College continually works toward a representative workforce. In 2014-15, the Aboriginal employment rate at the College was 14.74%, exceeding our three-year (2011-12 to 2013-14) baseline average of 12.77%.

Professional Development

During the 2014-15 fiscal year, Cumberland College staff continued to improve their professional development by participating in a variety of activities. The majority of activities included SABEA for all ABE instructors, Aboriginal awareness and engagement workshops and conferences, Strategic Enrollment Management, and credit and non-credit courses. In addition, all staff attended a PD day on Respectful and Healthy Workplaces with a focus on anti-bullying in the workplace.

Cumberland College Staff 2014-15

Administration

Tom Weegar	President & Chief Executive Officer
Leslee Serack	Director of Finance
Faye McKay	Director of Program and Services
Lynn Verklan	Director of Development
Jennifer Youzwa/ Catharine Lamy	Executive Assistant
Catharine Lamy/ Denise Blomquist	Administrative Assistant
Beverly Bothorel/ Carla Scowen	Accounting Clerk
Carla Scowen/ Denise Blomquist	Accounts Payable/Receivable Clerk

Program Staff

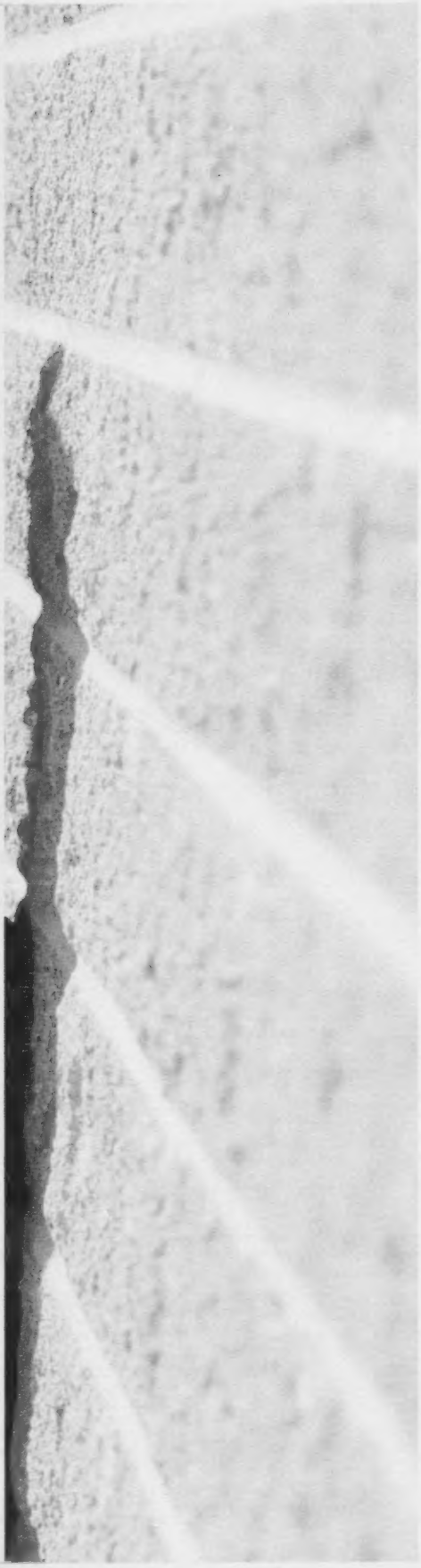
Linda Kerslake	Manager, Adult Basic Education
Lois Preete	On-Reserve Project Manager
Rebecca Bryson	Coordinator, ABE
Marie Crozon	Program Assistant, ABE
Lynda McPhee	Coordinator, LINC/ESL
Joy Solsten	Manager, Technical Programs
Debbie Zazelenchuk/ Debbie Grassing	Coordinator, Technical Programs
Eleanor Wiebe/ Debbie Grassing	Program Assistant, Technical Programs
Brenda Mellon	Manager, Marketing and Continuing Studies
Lynette Gerski	Program Assistant, Marketing and Continuing Studies
Sandra Stephenson/ Corinne Lam Ma	Manager, Learner Services
Jackie Masich	Advisor
Sherilyn Coates	Advisor
Corinne Lam Ma/ Brandy Wicks	Advisor
Lori Constant	Advisor
Alicia Garlock	Advisor
Tara Nelson	Advisor
Lindsey Moskal	Advisor
Lawrence Rospad	Advisor
Tara Nelson	Employment Advisor
Russ Case/ Lawrence Rospad	Employment Advisor
Norma Stephanson	Coordinator, Transitions to Employment Program
Rebecca Cross	Business Development Specialist
Trudi Webster	Recruitment and Development Coordinator
Chris Filbey	Programmer
Lindsey Moskal/ Gwen Pearce	Programmer
Sherilyn Coates	Programmer

Carrie Doepker/ Alicia Garlock	Site Attendant
Lisa Neufeld	Site Attendant
Brenda Nakonieczny/ Stacey Lutz	Site Attendant
Diane Muir	Site Attendant
Heidi Groat	Site Attendant
Gloria Rommel/ Denise Blomquist/ Norine Little	Receptionist
Myra Paslowski	Receptionist
Brenda Nakonieczny	Receptionist
Heidi Groat	Receptionist
Sarah Haidey	Receptionist
Rebecca Cross	Registrar
Cory Teale	Information Technology Analyst
Jason Krantz	Information Technology Assistant
Jennifer McFall	Technical Support
Barry MacLeod	Facility Maintenance
Marilou Aquino	Janitor

Instructional Staff

Teri Thompson	Adult Basic Education Instructor
Carolyn Stailing	Adult Basic Education Instructor
MacKenzie Kleiboer	Adult Basic Education Instructor
Brandie Trew	Adult Basic Education Instructor
Barry Shefernack	Adult Basic Education Instructor
Dennis Wiebe	Adult Basic Education Instructor
Kathie Jones	Adult Basic Education Instructor
Rose Krushelniski	Adult Basic Education Instructor
Wayne Muir	Adult Basic Education Instructor
Cheryl Sproule	Adult Basic Education Instructor
Betty Reiter	Adult Basic Education Instructor
Eric Adair	Adult Basic Education Instructor
Marc Caron	Adult Basic Education Instructor
Lynn Case	Adult Basic Education Instructor
Lynda McPhee	LINC Instructor
Debbie Grassing	LINC Instructor
Andrea Staples	Practical Nursing Instructor
Jeannine Hinrichsen	Practical Nursing Instructor
Nancy Graham	Office Education Instructor
Dawn Schumilas	Business Certificate Instructor
Carroll Joyes	Continuing Care Assistant Instructor
Russ Case	Carpentry Instructor
Grace Siermachesky	Institutional Cooking Instructor

Note: Contracts wherein individuals are employed for less than 240 hours or 25 occasions are not included in this listing.



Financial Performance

In fiscal year 2014/15, Cumberland College experienced a deficit of expenses in excess of revenue of $1,087,165. This deficit is calculated using a Public Sector Accounting Board (PSAB) standard which is the format in which the financial statements have been prepared. This deficit also includes amortization of $441,399. The budget for the College was completed and submitted to the Ministry of Advanced Education in non-PSAB format and was projected as a $780,320 deficit.

The variance between original budget and PSAB actual was $306,845. This was a result of a number of variables including unbudgeted long-term sick leave replacements, bad debt write-offs, the combination of other immaterial items, and additional funding coming from carry-over which isn't recognized as revenue under PSAB.

Internally restricted reserves have been reduced from 2013/14 by $1,087,165 which was mostly planned spending to cover the deficit. The balance of the internally-restricted reserves is all allocated to specific projects and are shown in note 14 of the financial statements.

A deficit budget has been approved for 2015/16 of $327,333 which will draw on these reserves as well. The College maintains unrestricted reserves of 3% of total budgeted operating revenues which currently sit at $200,000.

Performance Measures

University

Performance Measure	3 Yr. Avg. Baseline*	2014-15 Target	2014-15 Actual
Total Enrollment	91.0	108.0	73.0
Participation Rate % of Total College Enrollment	15.0%	18.1%	12.1%
Student Enrollment (Expressed in FLE's)	39.1	67.0	54.5
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	13.2%	15.0%	23.3%

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

Skills Training Non-Credit

Performance Measure	3 Yr. Avg. Baseline*	2014-15 Target	2014-15 Actual
Total Enrollment (includes casual: distinct bodies)	214.0	281	224
Student Enrollment (expressed in Full Load Equivalents)	7.2	8.7	9.0

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

ABE Credit

Performance Measure	3 Yr. Avg. Baseline*	2014-15 Target	2014-15 Actual
Total Enrollment (includes casual: distinct bodies)	246.0	267	231
Student Enrollment (expressed in Full Load Equivalents)	198.5	206.2	196.3
Participation Rate (% of total College enrollment)	40.2%	44.6%	38.3%
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in programs)	81.1%	84.5%	80.5%
Graduates (full-time and part-time: Casual not included)	83.7	84.3	78.0
Graduates (full-time)	73.3	73.2	73.0
Graduates (part-time)	11.7	11.2	5.0
Graduation Rate (% of those graduated, part-time and full-time only casual not included)	34.1%	33.5%	33.8%
Graduation Rate (% of full-time students graduated)	39.9%	46.9%	48.7%
Graduation Rate (% of part-time students graduated)	13.0%	11.8%	12.2%
Proportion of Aboriginal Graduates (among all graduates)	73.9%	79.6%	73.91%
Aboriginal Graduation Rate (among Aboriginal enrolments)	30.3%	31.7%	23.2%
Completers (full-time and part-time only, casual not included)	59.3	63.7	55.0
Completion Rate (% of those completed; casual not included)	24.0%	25.1%	23.8%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	39.6%	42.7%	60.0%
Aboriginal Employment Rate (among Aboriginals only)	39.9%	31.5%	50.0%
Pursuing Further Training (based on number contacted)	26.0	26.6	29.0
Pursuing Further Training (% of those contacted)	73.3%	76.5%	78.4%
Pursuing Further Training Among Abor Grads Rate (among Aboriginals only)	75.3%	79.5%	75.0%

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

ABE Non-credit

Performance Measure	3 Yr. Avg. Baseline*	2014-15 Target	2014-15 Actual
Total Enrollment (includes casual: distinct bodies)	183.3	205.1	204.0
Student Enrollment (expressed in Full Load Equivalents)	61.8	71.3	68.1
Completers (Full and Part time only: Casual not included)	133.3	154.7	91.0
Completion Rate (% of those completed, casual not included)	71.8%	79.2%	44.6%

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

Institute Credit

Performance Measure	Avg. Baseline	2014-15 Target	2014-15 Actual
Total Enrollment (includes casual: distinct bodies)	213.7	200.0	248
Student Enrollment (expressed in Full Load Eqivalents)	147.1	115.3	118.60
Participation Rate (% of total College enrollment)	33.2%	33.5%	41.1%
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in	34.7%	29.9%	33.2%
Graduates (full-time and part-time: casual not included)	112.3	97.8	65.0
Graduation Rate (% of those graduated, full time and part time only casual	48.0%	48.9%	26.0%
Graduation Rate of those eligible to graduate	59.4%	77.0%	63.7%
Graduation Rate (Full-time students only)	69.6%	81.0%	57.4%
Graduation Rate of those eligible to graduate (full-time students only)	79.4%	69.0%	65.3%
Graduation Rate (Part-time students only)	22.2%	16.2%	2.1%
Graduation Rate of those eligible to graduate (part-time students only)	31.3%	8.0%	60.0%
Proportion of Aboriginal Graduates (among all graduates)	36.7%	31.7%	26.6%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among Aboriginal enrollments)	51.3%	45.1%	20.5%
Completers (full-time and part time only, casual not included)	65.3	50.4	106.0
Completion Rate (% of those completed; casual not included)	30.2%	21.7%	42.8%
Employment Rate (% of graduates contacted who were employed; does not included those in further training)	73.6%	72.2%	86.4%
Aboriginal Employment Rate (% of Aboriginal graduates contacted who were employed; does not include those in further training)	49.8%	59.7%	84.6%
Pursuing Further Training (based on number contacted)	3.0	2.0	2.0
Pursuing Further Education (% of those contacted)	24.2%	16.4%	25.0%
Rate of Aboriginal Graduates Going on to Further Training (% calculated among Aboriginal Graduates)	16.1%	14.2%	0.0%

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

** Graduation rate of those eligible to grad was lowered by the Primary Care Paramedic program - very few of these students completed their practicum within the year.

***The part-time graduation rate is low because very few of the part-time students were elgible to graduate.

Industry Credit

Performance Measure	3 Yr. Avg. Baseline*	2014-15 Target	2014-15 Actual
Total Enrollment (distinct bodies)	468.0	464.0	439.0
Full-Time and Part-Time Enrollment	81.7	23.0	52.0
Casual Enrollment	386.3	441.0	387.0
Student Enrollment (expressed in Full Load Equivalent)	15.9	8.5	14.6
Participation Rate (% of total College Enrollment)	12.0%	5.5%	8.6%
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in programs)**	38.4%	17.2%	21.2%
Graduates (full-time and part-time)	74.0	21.0	27.0
Graduation Rate (% of those graduated, casual not included)	94.2%	93.0%	94.2%
Proportion of Aboriginal Graduates (among all graduates)**	38.1%	18.5%	22.5%
Aboriginal Graduation Rate (% of Aboriginal graduates calcualted among Aboriginal enrollments)	94.2%	100.0%	100.0%
Completers (full-time and part-time)	7.7	2.0	3.0
Completion Rate (% of those completed; casual not included)	5.8%	6.9%	5.8%

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

** Baseline includes FCED program.

Learner Services

Performance Measure	3 Yr. Avg. Baseline*	2014-15 Target	2014-15 Actual
Student Satisfaction Surveys (very good to Excellent)	88.1%	90.0%	92.0%
Number of Scholarships and Bursaries (actual number awarded)	68.00	80	115
Value of Scholarships and Bursaries (actual amount awarded)	$ 63,811.67	$ 80,000	$ 109,190

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

Participant Hours

Performance Measure	3 Yr. Avg. Baseline*	2014-15 Target	2014-15 Actual
Participant Hours	291622	306204	303337
Number of Youth (30 years of age and under) enrolled	796	1151	652
Number of Learners enrolled in skills training programs	912	945	950

*3 Year Baseline includes program years: 2011-12, 2012-13, 2013-14.

** Large reduction in Non-Credit and Industry credit enrolments for 2012-13.

Cumberland College Student Enrollments 2014-15

Total Student Enrollment										
Program Groups		Number of Students Enrolled								
		2014-15				% change in FLEs	2013-14			
		FT	PT	Casual	FLEs		FT	PT	Casual	FLEs
SKILLS TRAINING	**Institue Credit**									
	Institue Credit - Sask Polytech	108	140	0	118.60	17.1%	84	135	0	101.32
	Institue Credit - Other	0	18	21	2.01	18.3%	0	13	32	1.70
	Total Institute Credit	108	158	21	121	17.1%	84	148	32	103
	Industry Credit	0	52	387	14.61	12.3%	0	54	376	13.01
	Non-Credit	0	53	171	8.54	38.5%	0	25	113	6.16
	TOTAL SKILLS TRAINING	108	263	579	143.76	17.6%	84	227	521	122.19
ADULT BASIC EDUCATION	**BE Credit**									
	Adult 12	107	40	0	135.00	47.0%	69	42	0	91.83
	BE 10	36	41	0	53.80	-44.0%	63	51	0	96.00
	Academic GED	7	0	0	7.49	-63.5%	17	4	0	20.51
	Total BE Credit	150	81	0	196.29	-5.8%	149	97	0	208.34
	BE Non-Credit									
	Employability/Life Skills	10	5	0	0.27	-1.9%	9	6	0	0.27
	English Language Training	96	13	0	24.19	21.8%	67	6	0	19.86
	General Academic Studies	26	54	0	43.60	57.3%	17	50	0	27.72
	Total BE Non-Credit	132	72	0	68.05	42.2%	93	62	0	47.85
	TOTAL ADULT BASIC EDUCATION	282	153	0	264.34	3.2%	242	159	0	256.19
UNIVERSITY										
	TOTAL UNIVERSITY	50	23	0	54.52	-19.0%	58	60	0	67.28
TOTAL ENROLLMENT		**440**	**439**	**579**	**462.62**	**3.8%**	**384**	**446**	**521**	**445.66**

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Enrollment: Tisdale Campus

Program Groups		Number of Students Enrolled								
		2014-15				% change	2013-14			
		FT	PT	Casual	FLEs	in FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	**Institute Credit**									
	Sask Polytech	21	22	0	26.67	-30.9%	19	62	0	38.60
	Other	0	18	21	2.01	18.3%	0	13	32	1.70
	Total Institute Credit	21	40	21	28.68	-28.8%	19	75	32	40.30
	Industry Credit	0	0	83	1.67	40.0%	0	0	131	2.77
	Non-Credit	0	20	34	3.53	-12.0%	0	14	17	4.01
	TOTAL SKILLS TRAINING	21	60	138	33.88	-28.0%	19	89	180	47.09
ADULT BASIC EDUCATION	**ABE Credit**									
	Adult 12	19	17	0	24.52	-0.7%	21	12	0	24.70
	BE 10	7	19	0	10.53	-44.4%	16	9	0	18.96
	Total ABE Credit	26	36	0	35.05	-19.7%	37	21	0	43.65
	ABE Non-Credit									
	Employability/Life Skills	10	5	0	0.27					
	English Language Training	24	7	0	6.61	-34.2%	33	6	0	10.04
	General Academic Studies	0	18	0	6.73	171.8%	0	17	0	2.47
	Total ABE Non-Credit	34	30	0	13.60	8.7%	33	23	0	12.51
	TOTAL ADULT BASIC EDUCATION	60	66	0	48.65	-13.4%	70	44	0	56.17
UNIVERSITY										
	TOTAL UNIVERSITY	0	6	0	2.20	100.0%	0	4	0	1.10
TOTAL ENROLLMENT		**81**	**132**	**138**	**84.73**	**-18.8%**	**89**	**137**	**180**	**104.35**

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Enrollment: Hudson Bay Campus

Program Groups		Number of Students Enrolled								
		2014-15				% change	2013-14			
		FT	PT	Casual	FLEs	in FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institue Credit - Sask Polytech	0	1	0	0.28	-42.9%	0	2	0	0.50
	Industry Credit	0	0	11	0.30		0	0	0	0.00
	Non-Credit	0	2	25	0.60	1103.0%	0	0	4	0.05
	TOTAL SKILLS TRAINING	0	3	36	1.18	115.8%	0	2	4	0.55
ADULT BASIC EDUCATION	**ABE Non-Credit**									
	English Language Training	19	3	0	5.28	-16.7%	20	0	0	6.34
	General Academic Studies	0	4	0	0.27	-60.0%	0	10	0	0.69
	TOTAL ADULT BASIC EDUCATION	19	7	0	5.56	-20.9%	20	10	0	7
UNIVERSITY										
	TOTAL UNIVERSITY	0	2	0	0.60	-14.3%	0	2	0	0.70
TOTAL ENROLLMENT		**19**	**12**	**36**	**7.34**	**-11.3%**	**20**	**14**	**4**	**8.27**

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Enrollment: Nipawin Campus

Program Groups		Number of Students Enrolled								
		2014-15				% change in FLEs	2013-14			
		FT	PT	Casual	FLEs		FT	PT	Casual	FLEs
SKILLS TRAINING	Institue Credit - Sask Polytech	28	58	0	33.03	45.6%	24	34	0	22.68
	Industry Credit	0	7	167	4.29	-24.0%	0	36	145	5.65
	Non-Credit	0	22	95	3.69	243.7%	0	5	29	1.07
	TOTAL SKILLS TRAINING	28	87	262	41.01	39.5%	24	75	174	29.40
ADULT BASIC EDUCATION	**ABE Credit**									
	Adult 12	41	8	0	55.01	83.8%	21	16	0	29.93
	BE 10	16	5	0	23.48	-41.0%	22	25	0	39.78
	Academic GED	7	0	0	7.49	-58.9%	14	2	0	18.24
	Total ABE Credit	64	13	0	85.98	-2.2%	57	43	0	87.95
	ABE Non-Credit									
	General Academic Studies	25	11	0	31.25	90.4%	12	11	0	16.41
	Total ABE Non-Credit	25	11	0	31.25	90.4%	12	11	0	16.41
	TOTAL ADULT BASIC EDUCATION	89	24	0	117.23	12.3%	69	54	0	104.36
UNIVERSITY										
	TOTAL UNIVERSITY	29	14	0	31.60	10.1%	26	17	0	28.70
TOTAL ENROLLMENT		**146**	**125**	**262**	**189.84**	**16.9%**	**119**	**146**	**174**	**162.46**

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Enrollment: Melfort Campus

Program Groups		Number of Students Enrolled								
		2014-15				% change in FLEs	2013-14			
		FT	PT	Casual	FLEs		FT	PT	Casual	FLEs
SKILLS TRAINING	Institue Credit - Sask Polytech	57	61	0	58.61	48.2%	41	40	0	39.54
	Industry Credit	0	44	134	8.36	82.3%	0	16	111	4.59
	Non-Credit	0	7	23	0.71	-30.8%	0	8	64	1.03
	TOTAL SKILLS TRAINING	57	112	157	67.68	49.9%	41	64	175	45.16
ADULT BASIC EDUCATION	**ABE Credit**									
	Adult 12	47	17	0	55.47	49.1%	28	14	0	37.20
	BE 10	13	17	0	19.79	-46.9%	26	17	0	37.26
	Academic GED	0	0	0	0.00	-100.0%	3	2	0	2.27
	Total ABE Credit	60	34	0	75.25	-1.9%	57	33	0	76.74
	ABE Non-Credit									
	Employability/Life Skills						9	6	0	0.27
	English Language Training	53	3	0	12.29	253.3%	14	0	0	3.48
	General Academic Studies	1	21	0	5.35	-34.3%	5	12	0	8.15
	Total ABE Non-Credit	54	24	0	17.65	48.3%	28	18	0	11.90
	TOTAL ADULT BASIC EDUCATION	114	58	0	92.90	4.8%	85	51	0	88.64
UNIVERSITY										
	TOTAL UNIVERSITY	17	13	0	20.12	-45.3%	29	48	0	36.78
TOTAL ENROLLMENT		**188**	**183**	**157**	**180.70**	**5.9%**	**155**	**163**	**175**	**170.57**

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Equity Participation Enrollments

Program Groups		Number of Students Enrolled																							
		2014-15												2013-14											
		Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	Institute Credit																								
	Sask Polytech	41	42	0	4	5	0	1	7	0	108	142	0	41	34	0	3	4	0	1	7	0	85	141	0
	Other	0	0	1	0	0	0	0	0	1	0	18	21	0	0	1	0	0	0	0	0	1	0	13	32
	Total Institute Credit	41	42	1	4	5	0	1	7	1	108	160	21	41	34	1	3	4	0	1	7	1	85	154	32
	Industry Credit	0	11	104	0	0	5	0	3	16	0	52	387	0	24	66	0	2	9	0	1	13	0	54	376
	Total Non-Credit	0	18	21	0	1	3	0	3	1	0	53	171	0	1	5	0	0	0	0	1	1	0	25	113
	TOTAL SKILLS TRAINING	41	71	126	4	6	8	1	13	18	108	265	579	41	59	72	3	6	9	1	9	15	85	233	521
ADULT BASIC EDUCATION	ABE Credit:																								
	Adult 12	82	35	0	3	0	0	12	6	0	107	40	0	46	35	0	4	0	0	9	11	0	69	42	0
	Adult 10	34	29	0	0	1	0	9	4	0	36	41	0	57	45	0	5	0	0	8	7	0	63	51	0
	Academic GED	6	0	0	0	0	0	0	0	0	7	0	0	17	4	0	0	0	0	1	0	0	17	4	0
	Total ABE Credit	122	64	0	3	1	0	21	10	0	150	81	0	120	84	0	9	0	0	18	18	0	149	97	0
	ABE Non-Credit:																								
	Employability/Life Skills	10	5	0	0	0	0	4	0	0	10	5	0	9	5	0	3	0	0	1	1	0	9	6	0
	English Language Training	0	1	0	4	1	0	0	0	0	96	13	0	0	0	0	3	2	0	0	0	0	67	6	0
	General Academic Studies	22	35	0	0	1	0	0	6	0	26	54	0	15	30	0	0	0	0	0	7	0	17	50	0
	Total ABE Non-Credit	32	41	0	4	2	0	4	6	0	132	72	0	24	35	0	6	2	0	1	8	0	93	62	0
	TOTAL ADULT BASIC EDUCATION	154	105	0	7	3	0	25	16	0	282	153	0	144	119	0	15	2	0	19	26	0	242	159	0
UNIVERSITY																									
	TOTAL UNIVERSITY	13	4	0	1	1	0	0	0	0	50	23	0	12	7	0	1	1	0	2	3	0	58	60	0
TOTAL ENROLLMENT		208	180	126	12	10	8	26	29	18	440	441	579	197	185	72	19	9	9	22	38	15	385	452	521

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Success

Program Groups		Number of Students Enrolled																							
		2014-15												2013-14											
		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	Institute Credit																								
	Sask Polytech	15	91	0	62	3	0	42	29	0	5	4	0	20	64	0	45	46	0	18	13	0	4	6	0
	Other	0	18	21	na	na	na	na	na	na	na	na	na	0	13	24	na	na	na	na	na	na	na	na	na
	Total Institute Credit	15	109	21	62	3	0	42	29	0	5	4	0	20	77	24	45	46	0	18	13	0	4	6	0
	Industry Credit	0	7	21	0	49	376	0	19	0	0	0	0	0	7	8	0	51	369	0	11	0	0	0	0
	Total Non-Credit	0	48	168	na	na	na	na	na	na	na	na	na	0	25	104	na	na	na	na	na	na	na	na	na
	TOTAL SKILLS TRAINING	15	164	210	62	52	376	42	48	0	5	4	0	20	109	136	45	97	369	18	24	0	4	6	0
ADULT BASIC EDUCATION	ABE Credit:																								
	Adult 12	37	4	0	51	2	0	12	1	0	47	3	0	21	9	0	34	1	0	7	1	0	23	8	0
	Adult 10	7	4	0	20	3	0	1	1	0	11	1	0	13	14	0	35	6	0	0	1	0	32	14	0
	Academic GED	3	0	0	2	0	0	0	0	0	3	0	0	11	0	0	3	0	0	0	0	0	3	0	0
	Total ABE Credit	47	8	0	73	5	0	13	2	0	61	4	0	45	23	0	72	7	0	7	2	0	58	22	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	10	0	0	na	na	na	na	na	na	na	na	na	8	0	0	na	na	na	na	na	na	na	na	na
	English Language Training	37	2	0	na	na	na	na	na	na	na	na	na	47	4	0	na	na	na	na	na	na	na	na	na
	General Academic Studies	15	27	0	0	0	0	1	6	0	12	8	0	12	30	0	0	0	0	0	0	0	9	4	0
	Total ABE Non-Credit	62	29	0	0	0	0	1	6	0	12	8	0	67	34	0	0	0	0	0	0	0	9	4	0
	TOTAL ADULT BASIC EDUCATION	109	37	0	73	5	0	14	8	0	73	12	0	112	57	0	72	7	0	7	2	0	67	26	0
UNIVERSITY																									
	TOTAL UNIVERSITY	21	20	0	na	na	na	na	na	na	na	na	na	30	50	0	na	na	na	na	na	na	na	na	na
TOTAL ENROLLMENT		145	221	210	135	57	376	56	56	0	78	16	0	162	216	136	117	104	369	25	26	0	71	32	0

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Success by Equity Participation

Program Groups		Number of Students Enrolled																		
		2014-15									2013-14									
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	Institute Credit																		
	Institue Credit - Sask Polytech	83	35	18	9	3	3	8	3	0	75	28	30	7	2	1	8	4	3
	Institute Credit - Other	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	0
	Total Institute Credit	84	36	18	9	3	3	9	4	0	76	28	30	7	2	1	9	5	3
	Industry Credit	115	22	105	5	0	5	19	4	16	90	7	88	11	1	10	14	0	14
	Total Non-Credit	39	35	0	4	4	0	4	3	0	6	5	0	0	0	0	2	2	0
	TOTAL SKILLS TRAINING	238	93	123	18	7	8	32	11	16	172	40	118	18	3	11	25	7	17
ADULT BASIC EDUCATION	ABE Credit:																		
	Adult 12	117	30	44	3	0	3	18	2	8	81	25	21	4	1	1	20	6	6
	Adult 10	63	8	23	1	0	0	13	3	5	102	26	37	5	1	4	15	3	5
	Academic GED	6	3	1	0	0	0	0	0	0	21	11	3	0	0	0	1	0	0
	Total ABE Credit	186	41	68	4	0	3	31	5	13	204	62	61	9	2	5	36	9	11
	ABE Non-Credit:																		
	Employability/Life Skills	15	10	0	0	0	0	4	4	0	14	8	0	3	3	0	2	1	0
	English Language Training	1	0	0	5	2	0	0	0	0	0	0	0	5	3	0	0	0	0
	General Academic Studies	57	26	0	1	0	0	6	3	0	45	24	0	0	0	0	7	3	0
	Total ABE Non-Credit	73	36	0	6	2	0	10	7	0	59	32	0	8	6	0	9	4	0
	TOTAL ADULT BASIC EDUCATION	259	77	68	10	2	3	41	12	13	263	94	61	17	8	5	45	13	11
UNIVERSITY																			
	TOTAL UNIVERSITY	17	7	0	2	1	0	0	0	0	19	8	0	2	1	0	5	5	0
TOTAL ENROLLMENT		514	177	191	30	10	11	73	23	29	454	142	179	37	12	16	75	25	28

Key: E = Enrollment; C = Completers; G = Graduates

CUMBERLAND COLLEGE

Financial Statements

Year Ended June 30, 2015

CUMBERLAND COLLEGE
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Year Ended June 30, 2015

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Management's Responsibility for Financial Reporting

The financial statements of Cumberland College have been prepared in accordance with Canadian public sector accounting standards. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. These statements include certain amounts based on management's estimates and judgments. Management has determined such amounts based on a reasonable basis in order to ensure that the financial statements are presented fairly in all material respects.

The integrity and reliability of Cumberland College 's reporting systems are achieved through the use of formal policies and procedures, the careful selection of employees and an appropriate division of responsibilities. These systems are designed to provide reasonable assurance that the financial information is reliable and accurate.

The Board of Directors is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements. The Board meets periodically with management and the College's auditors to review significant accounting, reporting and internal control matters. Following its review of the financial statements and discussions with the auditors, the Board approves the financial statements. The Board also reviews the engagement or authorizes the re-appointment of the external auditors.

The financial statements have been audited on behalf of the College by NeuPath Group Chartered Accountants in accordance with Canadian generally accepted auditing standards.

Dr. Tom Weegar, President and CEO

Mr. Jim Thiessen, Chair

Nipawin, Saskatchewan
September 29, 2015

NeuPath Group, PC Inc.
Chartered Accountants

INDEPENDENT AUDITOR'S REPORT

To the Members of Cumberland College

We have audited the accompanying financial statements of Cumberland College, which comprise the statement of financial position as at June 30, 2015 and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards for Treasury Board's approval, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

(continues)

Independent Auditor's Report to the Members of Cumberland College *(continued)*

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Cumberland College as at June 30, 2015 and the results of its operations, changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

NorPath Group

Nipawin, Saskatchewan
September 29, 2015

Chartered Accountants

CUMBERLAND COLLEGE

Statement of Financial Position (Statement 1)

June 30, 2015

	2015	2014
Financial Assets		
Cash and cash equivalents *(Note 3)*	$ 2,944,333	$ 2,827,139
Accounts receivable *(Note 4)*	191,291	684,642
	3,135,624	3,511,781
Liabilities		
Accounts payable and accrued liabilities *(Note 6)*	234,219	109,108
Accrued salaries and benefits *(Note 7)*	178,990	161,646
Deferred revenue *(Note 8)*	144,053	-
Liability for employee future benefits *(Note 9)*	127,300	121,900
	684,562	392,654
Net Financial Assets	2,451,062	3,119,127
Non-Financial Assets		
Tangible capital assets *(Schedule 5)*	5,829,913	6,247,214
Prepaid expenses	27,527	29,326
	5,857,440	6,276,540
Accumulated Surplus *(Note 14)*	$ 8,308,502	$ 9,395,667

Contingent liability *(Note 16)*

Contractual obligations *(Note 15)*

ON BEHALF OF THE BOARD

Director

Director

See notes to financial statements

CUMBERLAND COLLEGE

Statement of Operations and Accumulated Surplus (Statement 2)

Year Ended June 30, 2015

	(Budget - note 12) 2015	**2015**	2014
REVENUES (Schedule 2)			
Provincial government			
Grants	$ 5,126,588	**$ 4,754,752**	$ 4,585,419
Other	384,159	**347,960**	402,278
Federal government			
Other	107,033	**187,736**	84,475
Other revenue			
Administrative recoveries	-	**7,172**	6,776
Contracts	175,316	**531,432**	489,811
Interest	40,000	**47,360**	51,294
Rents	-	**2,145**	250
Resale items	44,400	**125,065**	62,897
Tuition	545,190	**722,610**	591,804
Donations	-	**56,862**	71,885
Other	16,500	**23,658**	43,516
	6,439,186	**6,806,752**	6,390,405
EXPENSES (Schedule 3)			
General	3,191,981	**3,229,827**	3,226,607
Skills training	970,498	**1,922,917**	1,285,624
Basic education	1,965,921	**1,766,568**	1,587,369
Services	623,354	**506,486**	697,290
University	393,752	**356,129**	380,119
Scholarships	74,000	**111,990**	77,750
	7,219,506	**7,893,917**	7,254,759
Surplus (Deficit) for the Year from Operations	(780,320)	**(1,087,165)**	(864,354)
Accumulated Surplus, Beginning of Year	9,395,667	**9,395,667**	10,260,021
Accumulated Surplus, End of Year	$ 8,615,347	**$ 8,308,502**	$ 9,395,667

See notes to financial statements

CUMBERLAND COLLEGE

Statement of Changes in Net Financial Assets (Statement 3)

Year Ended June 30, 2015

	Budget 2015	2015	2014
Surplus (Deficit) for the Year from Operations	$ (780,320)	$ **(1,087,165)**	$ (864,354)
Acquisition of tangible capital assets	-	**(24,098)**	(76,632)
Amortization of tangible capital assets	450,000	**441,399**	445,023
Use (purchase) of prepaid expenses	-	**1,799**	7,860
Change in net financial assets	(330,320)	**(668,065)**	(490,103)
Net financial assets at beginning of year	3,119,127	**3,119,127**	3,609,230
Net financial assets at end of year	$ 2,788,807	$ **2,451,062**	$ 3,119,127

See notes to financial statements

CUMBERLAND COLLEGE

Statement of Cash Flows (Statement 4)

Year Ended June 30, 2015

	2015	2014
OPERATING ACTIVITIES		
Surplus (Deficit) for the Year from Operations	**$ (1,087,165)**	$ (864,354)
Item not affecting cash:		
Amortization of tangible capital assets	**441,399**	445,023
	(645,766)	(419,331)
Changes in non-cash working capital:		
Accounts receivable	**493,351**	27,269
Accounts payable and accrued liabilities	**125,111**	(36,894)
Accrued salaries and benefits	**17,344**	(7,480)
Deferred revenue	**144,053**	-
Liability for employee future benefits	**5,400**	4,700
Prepaid expenses	**1,799**	7,860
	787,058	(4,545)
Cash flow from (used by) operating activities	**141,292**	(423,876)
CAPITAL ACTIVITIES		
Purchase of tangible capital assets	**(24,098)**	(78,632)
INCREASE (DECREASE) IN CASH FLOW	**117,194**	(502,508)
Cash and cash equivalents - beginning of year	**2,827,139**	3,329,647
Cash and cash equivalents - end of year	**$ 2,944,333**	$ 2,827,139

See notes to financial statements

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

1. PURPOSE AND AUTHORITY

Cumberland College (formerly Cumberland Regional College) (the College) was established by Saskatchewan Order in Council #34/75 dated January 14, 1974.

The College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board of Directors plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of the regional constituents and industry. The Cumberland College is exempt from the payment of income tax.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

As a government not-for-profit organization, the College prepared these financial statements in accordance with Canadian public sector accounting standards for government reporting entities. The accounting standards followed for government not-for-profit organizations is the CPA Canada Public Sector Accounting (PSA) Handbook.

Adoption of New Accounting Policy

On July 1, 2014, Cumberland College adopted Public Sector Accounting Board standard *PS 3260 Liability for Contaminated Sites*. This Section establishes standards on how to account for and report a liability associated with the remediation of contaminated sites. Contaminated sites are a result of material or live organism that exceeds the maximum acceptable concentrations under an environmental standard. The Standard requires the recognition of a liability for the remediation of contaminated sites in the financial statements when the recognition criteria in the standard is met.

The adoption of PS 3260 has not resulted in any changes to the measurement and recognition of liabilities in Cumberland College's 2015 financial statements.

College Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the College reporting entity.

(continues)

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Measurement Uncertainty and the Use of Estimates

The preparation of financial statements in conformity with PSA standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the year. Uncertainty in the determination of the amount at which an item is recognized or disclosed in financial statements is known as measurement uncertainty. Such uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount.

Measurement uncertainty that may be material to these financial statements exists for:

- the liability for employee future benefits of $127,300 (2014 - $121,900) because actual experience may differ significantly from actuarial or historical estimations and assumptions;
- useful lives of tangible capital assets and related amortization for buildings, leasehold improvements, furniture and equipment and vehicles because actual experience may differ from historical estimations and assumptions;
- allowance for doubtful accounts of $45,429 (2014 - $31,334) because actual collections of accounts receivable may differ from estimated collections.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known. While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require a material change in the amounts recognized or disclosed.

Financial Instruments

Financial instruments create rights and obligations to receive or deliver economic benefits. Financial instruments include cash and cash equivalents, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities.

Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost.

i) **Fair Value**
Fair value measurement applies to portfolio investments in equity instruments that are quoted in an active market.

As at June 30, 2015 and June 30, 2014 the College did not own any portfolio investments in equity instruments.

ii) **Cost or Amortized Cost**
All other financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Receivables are measured at amortized cost. Due to their short-term nature, the amortized cost of these instruments approximates their fair value.

(continues)

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

Cash and Cash Equivalents consist of cash and bank deposits.

Accounts Receivable are shown net of allowance for doubtful accounts to reflect their expected net recoverable value. Valuation allowances are recorded where recovery is considered uncertain. Changes in valuation allowances are recorded in the statement of operations.

Liabilities

Liabilities are present obligations arising from transactions and events occurring prior to year end, which will be satisfied in the future through the use of assets or another form of economic settlement.

Accrued Salaries and Benefits represents salaries and benefits owing to or on behalf of work performed by employees, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Accounts Payable and Accrued Liabilities include accounts payable and accrued liabilities owing to third parties for goods supplied and services rendered, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Deferred revenue from government transfers represents restricted grants with stipulations that give rise to a liability for which the stipulations have not yet been fulfilled. The revenue is recognized as the stipulation liabilities are settled. Deferred revenue from non-government sources represents revenue related to fees or services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Tuition and fee revenue is recognized as the course is delivered, revenue from contractual services is recognized as the services are delivered, and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified.

Liability for Employee Future Benefits represents non-vesting sick leave benefits that accrue to the College's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service and management's best estimate of expected sick leave usage, discount rate, inflation, salary escalation, termination and retirement rates and mortality. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups. Actuarial valuations are performed periodically. Extrapolations of these valuations are made when a valuation is not done in the current fiscal year.

(continues)

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Non-Financial Assets

Non-financial assets are assets held for consumption in the provision of services. These assets do not normally provide resources to discharge the liabilities of the College unless they are sold.

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the College to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The College does not capitalize interest incurred while a tangible capital asset is under construction. Contributed tangible capital assets are recorded at their fair value at the date of receipt.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Buildings	20 years
Leasehold improvements	20 years
Furniture, equipment and computers	3 to 10 years
Automotive equipment	5 years
System development	3 years

Write-downs are accounted for as expenses in the statement of operations.

Assets that have a historical or cultural significance, such as works of art and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

Prepaid Expenses are prepaid amounts for goods or services such as insurance premiums, membership fees, Workers' Compensation premiums, advertising, rent etc., which will provide economic benefits in one or more future periods. The prepaid amount is recognized as an expense in the year the goods or services are consumed.

Employee Pension Plans

Multi-Employer Defined Benefit Plans
The College's employees participate in one of the following multi-employer defined benefit plans:

i) Teachers and other employees holding a teaching certificate participate in either the retirement plan of the Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP). The College's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.

ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College's contributions are expensed when due.

Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

The College's major sources of revenue include the following:

(continues)

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

i) **Government Transfers (Grants)**
Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability.

ii) **Fees and Services**
Revenues from tuition fees and other services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iii) **Interest Income**
Interest is recognized on an accrual basis when it is earned.

iv) **Other (Non-Government Transfer) Contributions**
Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the College if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Contingent Liabilities

Contingent liabilities are potential liabilities which may become actual liabilities when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

3. CASH AND CASH EQUIVALENTS

Due to the short-term nature of the investments, market value of cash and cash equivalents approximates costs. The College's cash and cash equivalents consist solely of cash and bank deposits.

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2015

4. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts.

	2015	2014
Provincial government:		
Advanced Education/Economy	$ 26,038	$ 565,382
Federal government	93,955	59,802
Other receivables	116,727	90,792
	236,720	715,976
Allowance for Doubtful Accounts	(45,429)	(31,334)
	$ 191,291	$ 684,642

5. BANK INDEBTEDNESS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of $100,000 that bears interest at bank prime less 0.5% per annum. This line of credit is authorized by a borrowing resolution by the Board and is secured by a general security agreement. The balance drawn on the line of credit at June 30, 2015 was $nil (2014 - $nil).

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2015	2014
Trade payables and accrued liabilities	$ 204,070	$ 82,157
Deposits	30,149	26,951
	$ 234,219	$ 109,108

7. ACCRUED SALARIES AND BENEFITS

	2015	2014
Accrued vacation salaries	$ 178,990	$ 161,646

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2015

8. DEFERRED REVENUE

Deferred revenue consists of non-government revenues, as follows:

	June 30, 2014	Additions during the year	Revenue recognized in the year	June 30, 2015
International Minerals Innovation Institute	$ -	$ 144,053	$ -	$ 144,053
	$ -	$ 144,053	$ -	$ 144,053

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

9. LIABILITY FOR EMPLOYEE FUTURE BENEFITS

The College provides accumulating non-vested sick leave benefits to its employees. Significant assumptions include an estimate of inflation, discount rate, employee demographics and sick leave usage of active employees. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position.

Details of the employee future benefits are as follows:

	June 30, 2015	June 30, 2014
Actuarial valuation date	June 30, 2013	June 30, 2013
Long-term assumptions used:		
Salary escalation rate	1.75%	1.50%
Discount rate	2.8%	2.8%
Expected average remaining service life (years)	10.7	10.7

	2015	2014
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	$ 123,500	$ 118,900
Current period benefit cost	22,900	22,600
Interest cost	3,500	3,300
Benefit payments	(21,100)	(21,300)
Actuarial (gains) losses	2,400	-
Actuarial Benefit Obligation - end of year	131,200	123,500
Unamortized Net Actuarial Gains (Losses)	(3,900)	(1,600)
Liability for Employee Future Benefits	$ 127,300	$ 121,900

	2015	2014
Employee Future Benefits Expense		
Current period benefit cost	$ 22,900	$ 22,600
Amortization of net actuarial (gain) loss	100	100
Benefit cost	23,000	22,700
Interest cost on unfunded employee future benefit obligation	3,500	3,300
Total Employee Future Benefit Expense	$ 26,500	$ 26,000

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2015

10. EMPLOYEE PENSION PLANS

Multi-Employer Defined Benefit Plans

i) Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP):

The STRP and STSP provide retirement benefits based on length of service and pensionable earnings.

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The College's obligation to the STRP and STSP is limited to collecting and remitting contributions of the employees at rates determined by the plans. Accordingly, these financial statements do not include any expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

Details of the contributions to these plans for the College's employees are as follows:

	2015			2014
	STRP	STSP	TOTAL	TOTAL
Number of active College members	15	2	17	18
Member contribution rate (percentage of salary)				
Integrated rate	9.1%	6.05%		7.8%/6.05%
Non-integrated rate	11.3%	7.85%		10.00%/7.85%
Member contributions for the year	$107,246	$11,567	$118,813	$76,888

ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings.

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College's contributions are expensed when due.

Details of the MEPP are as follows:

	2015	2014
Number of active College members	58	51
Member contribution rate (percentage of salary)	8.15%	8.15%
College contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	$193,904	$193,614
College contributions for the year	$193,904	$193,614

11. RISK MANAGEMENT

The College is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk).

i) **Credit Risk**

Credit risk is the risk to the College from potential non-payment of accounts receivable. The credit risk related to the College's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the College has adopted credit policies which includes close monitoring of overdue accounts. The College does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect an impairment in collectability.

The College is also exposed to credit risk from cash and cash equivalents. The College manages this credit risk by dealing solely with reputable banks and financial institutions. The College invests surplus funds to earn investment income with the objective of maintaining safety of principal and providing liquidity to meet cash flow requirements.

ii) **Liquidity Risk**

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they come due. The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities.

iii) **Interest Rate Risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College's interest rate exposure is limited to cash and cash equivalents. The College also has an authorized bank line of credit of $100,000 with interest payable monthly at a rate of prime less 0.5%. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2015 or June 30, 2014.

The College minimizes these risks by:

- holding cash in an account at a Canadian financial institution, denominated in Canadian currency
- investing surplus cash in variable rate savings accounts
- managing cash flows to minimize utilization of its bank line of credit

12. BUDGET FIGURES

Budget figures included in the financial statements have been derived from the budget approved by the Board of Directors on May 20, 2014 and the Minister of Advanced Education on July 15, 2014.

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

13. RELATED PARTIES

These financial statements include transactions with related parties. The College is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges and crown corporations under the common control of the Government of Saskatchewan. The College is also related to non-Crown enterprises that the Government jointly controls or significantly influences. In addition, the College is related to other non-Government organizations by virtue of its economic interest in these organizations.

Related Party Transactions:

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

	2015	2014
Revenues:		
Community Initiatives Fund	$ 3,920	$ 14,768
Gabriel Dumont Institute	20,000	-
Kelsey Trail Health Region	33,408	-
Ministry of Advanced Education/Economy	5,065,930	4,916,566
North East School Division	194,307	224,198
Sask Advantage Scholarship	24,500	-
Sask Power	25,340	-
Saskatchewan Workers Compensation Board	9,500	-
Saskatchewan Polytechnic	-	22,548
	$ 5,376,905	$ 5,178,080

(continues)

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2015

13. RELATED PARTIES *(continued)*

	2015	2014
Expenses:		
Association of Saskatchewan Regional Colleges	$ 43,267	$ 72,213
Ministry of Central Services	74,484	57,562
Ministry of Finance	14,528	8,710
Gabriel Dumont Institute	1,588	-
North East School Division	142,496	128,995
Other Regional Colleges	15,356	7,084
Sask Energy	11,843	13,634
Sask Power	31,684	29,788
Kelsey Trail Health Region	440	-
Municipal Employees Pension Plan	387,809	391,531
SGI	1,121	1,015
Sask Apprenticeship & Trade Certification Commission	40	-
Sask Government Employees Union	105,577	105,629
Sask Polytechnic	337,322	-
STC	39	-
Saskatchewan Teachers Federation	-	357
Saskatchewan Teachers Retirement Plan	98,285	67,928
Saskatchewan Teachers Superannuation Commission	12,917	13,264
Saskatchewan Workers' Compensation Board	14,810	13,670
Sask Tel/Sask Mobility	49,643	49,770
Saskatchewan Polytechnic	363,591	473,539
Tourism Saskatchewan	8,657	3,144
University of Saskatchewan	600	41,947
University of Regina	235,567	211,709
	$ 1,951,664	$ 1,691,489
Accounts Receivable:		
Kelsey Trail Health Region	$ 33,408	$ -
Ministry of Advanced Education/Economy	26,038	547,458
Other Regional Colleges	1,644	-
Sask Polytechnic	1,465	-
Saskatchewan Government Employees Union	7,172	-
Saskatchewan Polytechnic	-	2,778
University of Regina	616	82
	$ 70,343	$ 550,318
Accounts Payable and Accrued Liabilities:		
Ministry of Central Services	$ 4,303	$ 15,055
University of Saskatchewan	22,620	-
North East School Division	12,570	11,325
Other Regional Colleges	-	4,141
	$ 39,493	$ 30,521

(continues)

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

13. RELATED PARTIES *(continued)*

	2015	2014

In addition, the College pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

The College receives long distance telephone services between major centres from SaskTel, a related party, at reduced rates available to Government agencies.

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto.

CUMBERLAND COLLEGE

Notes to Financial Statements

Year Ended June 30, 2015

14. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the College less liabilities. This represents the accumulated balance of net surplus arising from the operations of the College.

Certain amounts of the accumulated operating surplus, as approved by the Board, have been designated for specific future purposes such as for program development, human resources, capital reserves, etc. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position.

The College does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	June 30, 2014	Additions during the year	Reductions during the year	June 30, 2015
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	$ 6,247,214	$ 24,098	$ (441,399)	$ 5,829,913
Internally Restricted Operating Surplus:				
Capital Projects:				
Designated for tangible capital asset expenditures	224,900	21,600	-	**246,500**
Nipawin facility	222,678	-	(35,320)	**187,358**
Other:				
Operations	350,320	-	(293,592)	**56,728**
Programs and services	217,563	269,992	(111,935)	**375,620**
Early childhood	43,127	-	(43,127)	**-**
ABE	267,353	32,315	-	**299,668**
ABE on reserve	438,351	-	(196,111)	**242,240**
ESL	28,248	-	-	**28,248**
Skills training	302,807	29,523	(302,807)	**29,523**
Learner support	378,494	-	-	**378,494**
Scholarships - ministry	100,338	-	(53,306)	**47,032**
Scholarships - donors	-	27,988	-	**27,988**
Building operating maintenance	100,000	-	-	**100,000**
Preventative maintenance renewal	20,000	22,000	(20,000)	**22,000**
Professional development	-	22,685	-	**22,685**
Initiatives	214,505	-	-	**214,505**
Community initiative funding	14,768	-	(14,768)	**-**
	2,923,452	426,103	(1,070,966)	**2,278,589**
Unrestricted Operating Surplus	225,000	1,070,966	(1,095,966)	**200,000**
Total Accumulated Surplus	$ 9,395,666	$ 1,521,167	$ (2,608,331)	$ **8,308,502**

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2015

15. CONTRACTUAL OBLIGATIONS

Significant operating lease obligations of the College are as follows:

	Operating Leases			
	Office Rental	Copier Leases	Other	Total Operating
Future minimum lease payments:				
2015	$ -	$ 15,584	$ -	$ 15,584
2016	-	15,584	-	15,584
2017	-	15,584	-	15,584
2018	-	3,896	-	3,896
2019	-	-	-	-
Thereafter	-	-	-	-
Total Lease Obligations	$ -	$ 50,648	$ -	$ 50,648

16. CONTINGENT LIABILITY

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing purported decisions of the Municipal Employees Pension Plan, relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College have been named. The outcome of this action is not determinable as at the date of reporting and, accordingly, no provision has been made in these financial statements for any liability that may result.

17. COMPARATIVE FIGURES

Some of the comparative figures have been reclassified to conform to the current year's presentation.

CUMBERLAND COLLEGE
Schedule of Revenues and Expenses by Function (Schedule 1)
For the year ended June 30, 2015

	2015 Actual								2015	2015	2014
	General	Skills Training		Basic Education		Services		University	Scholarships			
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit		Actual	Budget	Actual
Revenues (Schedule 2)												
Provincial government	$ 2,382,580	$ 940,034	$ 28,922	$ 1,344,884	$ 185,031	$ 221,261	$ -	$ -	$ -	$ 5,102,712	$ 5,510,747	$ 4,987,697
Federal government	26,532	44,154	-	-	117,050	-	-	-	-	187,736	107,033	84,475
Other	62,840	579,843	283,606	215,808	3,698	20,259	-	193,388	56,862	1,416,304	821,406	1,318,233
Total Revenues	2,471,952	1,564,031	312,528	1,560,692	305,779	241,520	-	193,388	56,862	6,806,752	6,439,186	6,390,405
Expenses (Schedule 3)												
Agency contracts	-	542,780	290,242	17,972	16,512	5,031	-	216,186	-	1,088,723	631,519	681,338
Amortization	441,399	-	-	-	-	-	-	-	-	441,399	450,000	445,023
Equipment	63,351	35,852	1,688	13,856	2,710	5,696	1,825	1,159	-	126,137	170,367	131,205
Facilities	282,722	761	4,672	9,371	14,943	503	-	1,763	-	314,735	316,868	271,792
Information technology	101,257	-	2,541	2,481	669	2,973	-	-	-	109,921	129,132	101,960
Operating	425,690	374,486	49,286	92,048	21,943	36,753	810	14,139	-	1,015,155	819,456	846,961
Personal services	1,915,408	556,835	63,973	1,391,197	182,150	367,159	85,736	123,590	-	4,685,857	4,628,164	4,496,730
Scholarships	-	-	-	-	-	-	-	-	111,990	111,990	74,000	77,750
Total Expenses	3,229,827	1,510,514	412,402	1,526,925	238,927	418,115	88,371	356,846	111,990	7,893,917	7,219,506	7,254,759
Surplus (Deficit) for the year	$ (757,875)	$ 153,517	$ (99,874)	$ 33,767	$ 66,852	$ (176,595)	$ (88,371)	$ (163,458)	$ (55,128)	$ (1,087,165)	$ (780,320)	$ (864,354)

CUMBERLAND COLLEGE
Schedule of Revenues by Function (Schedule 2)
for the year ended June 30, 2015

	2015 Actual									2015	2015	2014
	General	Skills Training		Basic Education		Services		University	Scholarships	Total Revenues Actual	Total Revenues Budget	Total Revenues Actual
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit				
Provincial Government												
Advanced Education/ Economy												
Operating grants	$ 2,344,239	$ -	$ -	$ 25,500	$ -	$ 191,261	$ -	$ -	$ -	$ 2,561,000	$ 2,537,950	$ 2,482,718
Program grants	-	939,229	21,149	1,176,873	56,501	-	-	-		2,193,752	2,588,638	2,102,701
Capital grants	-	-	-	-	-	-	-	-	-	-	-	-
	2,344,239	939,229	21,149	1,202,373	56,501	191,261	-	-	-	4,754,752	5,126,588	4,585,419
Contracts		805	9,332	142,511	128,530	30,000	-	-	-	311,178	345,817	346,697
Other	-	-	-	-	-	-	-	-	-	-	-	-
	2,344,239	940,034	30,481	1,344,884	185,031	221,261	-	-	-	5,065,930	5,472,405	4,932,116
Other provincial	38,341	-	(1,559)	-	-	-	-	-	-	36,782	38,342	55,581
Total Provincial	2,382,580	940,034	28,922	1,344,884	185,031	221,261	-	-	-	5,102,712	5,510,747	4,987,697
Federal Government												
Operating grants	-	-	-	-	-	-	-	-	-	-	-	-
Program grants	-	-	-	-	-	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal	26,532	44,154	-	-	117,050	-	-	-	-	187,736	107,033	84,475
Total Federal	26,532	44,154	-	-	117,050	-	-	-	-	187,736	107,033	84,475
Other Revenue												
Admin recovery	7,172	-	-	-	-	-	-	-	-	7,172	-	6,776
Contracts		266,504	39,677	215,808	-	5,033	-	4,410	-	531,432	175,316	489,811
Interest	47,360	-	-	-	-	-	-	-	-	47,360	40,000	51,294
Rents	2,145	-	-	-	-	-	-	-	-	2,145	-	250
Resale items	-	98,020	24,575	-	2,186	7	-	277	-	125,065	44,400	64,152
Tuitions	-	315,319	219,354	-	1,512	140	-	186,265	-	722,610	545,190	591,804
Donations	-	-	-	-	-	-	-	-	56,862	56,862	-	71,885
Other	6,163			-	-	15,079	-	2,416	-	23,658	16,500	42,251
Total Other	62,840	679,843	283,606	215,808	3,698	20,259	-	193,368	55,862	1,516,304	821,406	1,318,233
Total Revenues	$ 2,471,952	$ 1,664,031	$ 312,528	$ 1,560,692	$ 305,779	$ 241,520	$ -	$ 193,388	$ 55,862	$ 6,806,752	$ 6,439,186	$ 6,390,405

CUMBERLAND COLLEGE
Schedule of Expenses by Function (Schedule 3)
For the year ended June 30, 2015

	2015 Expenses Actual									2015	2015	2014
	General (Schedule 4)	Skills Training		Basic Education		Services		University	Scholarships	Total Expenses Actual	Total Expenses Budget	Total Expenses Actual
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit				
Agency Contracts												
Contracts	$ -	$ 542,780	$ 290,242	$ 17,972	$ 16,512	$ 5,031	$ -	$ 216,186	$ -	$ 1,088,723	$ 631,519	$ 881,338
Instructors	-	-	-	-	-	-	-	-	-	-	-	-
	-	542,780	290,242	17,972	16,512	5,031	-	216,186	-	1,088,723	631,519	881,338
Amortization	441,399	-	-	-	-	-	-	-	-	441,399	450,000	446,023
Equipment												
Equipment (non-capital)	13,962	27,932	-		-	-	-	-	-	41,794	69,500	41,671
Rental	49,780	7,780	1,688	13,656	2,710	5,696	1,825	1,159	-	83,503	99,567	89,404
Repairs and maintenance	709	140	-	-	-	-	-	-	-	840	4,300	100
	63,351	35,852	1,688	13,656	2,710	5,696	1,825	1,159	-	126,137	173,367	131,705
Facilities												
Building supplies	17,528	131	-	-	-		-	-	-	17,659	14,630	10,784
Grounds	5,283	-	-	-	-	-	-	-	-	5,283	4,825	9,318
Janitorial	24,546	-	-	3,950	-	-	-	-	-	28,596	27,408	25,655
Rental	122,854		4,672	5,421	14,943	503	-	1,763	-	150,156	173,748	145,869
Repairs & maintenance buildings	51,595	330	-	-	-	-	-	-	-	52,225	46,406	21,940
Utilities	60,816	-	-	-	-	-	-	-	-	60,816	49,851	58,426
	282,722	761	4,672	9,371	14,943	503	-	1,763	-	314,735	316,868	271,792
Information Technology												
Computer services	10,595	-	-	2,481	-	-	-	-	-	13,076	12,000	11,977
Data communications	-	-	-	-	-	-	-	-	-	-	-	-
Equipment (non-capital)	72,030	-	-	-	889	990	-	-	-	73,859	82,000	64,507
Materials & supplies	2,035	-	-	-	-	-	-	-	-	2,035	2,500	2,588
Rental	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & maintenance buildings	1,240	-	-	-	-	-	-	-	-	1,240	2,000	780
Software (non-capital)	15,357	-	2,541	-	-	2,013	-	-	-	19,911	30,632	22,128
	101,257	-	2,541	2,481	889	2,973	-	-	-	109,921	129,132	101,980
Operating												
Advertising	72,280	95	8,404	-	3,412	1,174		7,757	-	93,122	98,000	117,127
Association fees & dues	37,058	2,482	-	-	100	25	-	-	-	39,675	34,470	36,086
Bad debts	32,735	-	-	-	-	-	-	-	-	32,735	-	16,334
Financial services	8,840	-	-	-	-	-	25	13	-	8,878	8,500	8,079
In-service (includes PD)	33,030	50	-	8,866	3,208	(830)	-	717	-	45,047	70,144	40,812
Insurance	31,319	-	-	-	-	-	-	-	-	31,319	31,351	30,045
Materials & supplies	35,572	171,134	2,872	55,926	9,939	19,1	-	353	-	297,982	168,546	149,493
Postage, freight & courier	12,084	462	125	48	545	24	-	71	-	13,359	12,400	13,093
Printing & copying	4,840	-	117	13	-	138	27	-	-	5,133	16,000	7,854
Professional services	29,255	80,717	-	-	-	940	-	-	-	110,912	121,650	137,893
Resale items	869	105,117	26,955	-	418	65	-	1,125	-	134,550	44,400	68,703
Subscriptions	4,595	-	-	1,118	-	-	198	-	-	5,911	2,600	3,247
Telephone & fax	35,379	1,626	-	5,865	1,344	2,489	167	2,765	-	49,635	54,035	49,385
Travel	63,128	9,794	10,813	17,104	2,959	6,119	383	1,337	-	111,647	114,760	134,284
Other	24,696	-	-	3,109	20	7,425	-	-	-	35,250	35,900	35,522
	425,690	374,485	49,286	92,048	21,943	36,753	810	14,139	-	1,015,155	819,456	848,961
Personnel Services												
Employee benefits	276,141	57,023	4,581	147,347	21,470	52,383	8,560	16,326	-	583,831	616,140	592,649
Honoraria	13,143	-	-	660	2,745	6,747	-	-	-	23,296	13,850	16,921
Salaries	1,626,124	439,612	59,392	1,243,190	157,934	308,029	77,176	107,273	-	4,038,730	3,999,174	3,859,770
Other	-	-	-	-	-	-	-	-	-	-	-	27,390
	1,915,408	556,635	63,972	1,391,197	182,150	367,159	85,736	123,599		4,685,857	4,629,164	4,496,730
Scholarships												
Other	-	-	-	-	-	-	-	-	111,990	111,990	74,000	77,750
Total Expenses	$ 3,229,827	$ 1,519,514	$ 412,402	$ 1,526,925	$ 238,927	$ 418,115	$ 88,371	$ 356,846	$ 111,990	$ 7,893,917	$ 7,219,505	$ 7,254,759

CUMBERLAND COLLEGE
Schedule of General Expenses by Functional Area (Schedule 4)
for the year ended June 30, 2015

	2015 General Actual				2015	2015	2014
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Actual	Total General Budget	Total General Actual
Agency Contracts							
Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,718
Instructors	-	-	-	-	-	-	-
	-	-	-	-	-	-	5,718
Amortization	-	-	441,399	-	441,399	450,000	445,023
Equipment							
Equipment (non-capital)	-	-	13,862	-	13,862	47,000	36,021
Rental	-	-	48,789	-	48,789	58,000	53,771
Repairs and maintenance	-	-	700	-	700	1,300	-
	-	-	63,351	-	63,351	106,300	89,792
Facilities							
Building supplies	-	-	17,528	-	17,528	14,630	10,891
Grounds	-	-	5,283	-	5,283	4,825	9,318
Janitorial	-	-	24,646	-	24,646	21,408	22,685
Rental	-	-	122,854	-	122,854	122,748	121,945
Repairs & maintenance buildings	-	-	51,595	-	51,595	46,406	21,940
Utilities	-	-	60,816	-	60,816	49,851	58,426
	-	-	282,722	-	282,722	259,868	245,205
Information Technology							
Computer services	-	-	-	10,595	10,595	12,000	11,877
Data communications	-	-	-	-	-	-	-
Equipment (non-capital)	-	-	-	72,030	72,030	82,000	63,468
Materials & supplies	-	-	-	2,035	2,035	2,500	2,083
Rental	-	-	-	-	-		-
Repairs & maintenance buildings	-	-	-	1,240	1,240	2,000	780
Software (non-capital)	-	-	-	15,357	15,357	21,500	17,792
	-	-	-	101,257	101,257	120,000	96,000
Operating							
Advertising	-	72,280	-	-	72,280	75,000	60,998
Association fees & dues	33,509	3,559	-	-	37,068	34,270	34,700
Bad debts	-	32,735	-	-	32,735	-	16,334
Financial services	-	8,840	-	-	8,840	8,500	8,054
In-service (includes PD)	3,535	29,495	-	-	33,030	47,738	20,305
Insurance	1,689	29,630	-	-	31,319	31,351	30,045
Materials & supplies	951	34,621	-	-	35,572	42,660	46,004
Postage, freight & courier	-	12,084	-	-	12,084	11,400	12,363
Printing & copying	-	4,840	-	-	4,840	9,000	7,260
Professional services	-	29,255	-	-	29,255	90,650	131,890
Resale items	-	869	-	-	869	-	5,508
Subscriptions	-	4,595	-	-	4,595	1,025	1,967
Telephone & fax	-	35,379	-	-	35,379	35,410	35,029
Travel	17,995	45,133	-	-	63,128	55,500	69,731
Other	-	24,696	-	-	24,696	25,100	25,900
	57,679	368,011	-	-	425,690	467,604	506,088
Personnel Services							
Employee benefits	-	248,571	-	27,570	276,141	259,833	265,968
Honoraria	13,143	-	-	-	13,143	13,650	13,318
Salaries	-	1,484,272	-	141,852	1,626,124	1,514,726	1,559,495
Other	-	-	-	-	-		-
	13,143	1,732,843	-	169,422	1,915,408	1,788,209	1,838,781
Total General Expenses	$ 70,822	$ 2,100,854	$ 787,472	$ 270,679	$ 3,229,827	$ 3,191,981	$ 3,226,507

CUMBERLAND COLLEGE
Schedule of Tangible Capital Assets *(Schedule 5)*
Year Ended June 30, 2015

	Buildings	Leasehold Improvements	Furniture, Equipment and Computers	Automotive Equipment	System Development	Total 2015	Total 2014
Tangible Capital Assets - at Cost:							
Opening Balance at Start of Year	$ 8,176,279	$ 102,884	$ 910,640	$ 13,331	$ 32,384	$ 9,235,518	$ 9,156,886
Additions/Purchases		-	24,098	-	-	24,098	78,632
Disposals	-	-	-	-	-	-	-
Write-downs	-	-	-	-	-	-	-
Transfers	-	-	-	-	-	-	-
Closing Balance at End of Year	$ 8,176,279	$ 102,884	$ 934,738	$ 13,331	$ 32,384	$ 9,259,616	$ 9,235,518
Tangible Capital Assets - Amortization:							
Opening Balance at Start of Year	$ 2,035,862	$ 30,015	$ 884,711	$ 5,332	$ 32,384	$ 2,988,304	$ 2,543,281
Amortization of the period	409,834	5,144	23,755	2,666	-	441,399	445,023
Disposals	-	-	-	-	-	-	-
Write-downs	-	-	-	-	-	-	-
Closing Balance at End of Year	$ 2,445,696	$ 35,159	$ 908,466	$ 7,998	$ 32,384	$ 3,429,703	$ 2,988,304
Net Book Value:							
Opening Balance at Start of Year	$ 6,140,417	$ 72,869	$ 25,929	$ 7,999	$ -	$ 6,247,214	$ 6,613,605
Closing Balance at End of Year	5,730,583	67,725	26,272	5,333	-	5,829,913	6,247,214
Change in Net Book Value	$ 409,834	$ 5,144	$ (343)	$ 2,666	$ -	$ 417,301	$ 366,391
Disposals:							
Historical Cost	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Accumulated amortization	-	-	-	-	-	-	-
Net Cost	-	-	-	-	-	-	-
Price of Sale	-	-	-	-	-	-	-
Gain (Loss) on Disposal	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Glossary of Terms

Academic GED: Academic skills development that prepares individuals to write the GED exams.

ABE: Adult Basic Education - Academic skills development that leads to certification at a grade 10 or grade 12.

Adult Basic Education Credit: Learning that is certified by the Ministry of Education/AE.

AE: Advanced Education.

Apprenticeship & Trade: Education and training certified through the Saskatchewan Apprenticeship and Trade Commission.

ASRC: Association of Saskatchewan Regional Colleges.

Casual Learner: A person taking courses within a program group that collectively totals less than 30 hours of scheduled time.

Community/Individual Non-Credit: Education and training that leads to or enhances a person's employability or enhances community and/or social development but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Completer: A student who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A student who has successfully completed all requirements of a non-credit program.

Credit: Learning which is certified by a recognized body.

Distinct Learner: An individual participating, over a program year, in one or more program sessions within a program group.

Employability/Life Skills: Scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment.

FLE (Full Load Equivalent): The total participant hours divided by the generally accepted full-load equivalent factor for a program group.

FNMAC: First Nations and Métis Advisory Council.

FTE: Full time equivalency for staff.

Full-Time Learner: A person taking courses that collectively require a minimum of 18 hours of scheduled class time per week, for a minimum period of 12 weeks. There are two exceptions to this definition:

a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
b) For university courses: a minimum of 216 hours of scheduled class time for the academic year.

GED: General Education Development: A series of exams that are written to determine grade 12 equivalency.

General Academic Studies: Academic skill development that prepares individuals to meet adult 10 pre-requisites.

Graduate: A student who has successfully completed all program requirements and has attained a level of standing resulting in credit recognition from an accrediting institution, industry, and/or regulatory body.

IMII: International Minerals Innovative Institute.

Industry Credit: Education and training which leads to a credential that is recognized by an industry association, sector, regulatory body, or licensing agency.

Industry Non-Credit: Education and training that meets the specific needs identified for an industry, group, firm, or sector, that does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit-granting agency.

ISW: Instructional Skills Workshop.

Literacy: Scheduled program-based activities that enhances an individual's reading, writing, and numeracy skills.

NESD: North East School Division.

Non-Credit: Learning which may include some form of evaluation but does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a student is actively involved in a program (course) session.

Part-Time Learner: A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Personal Interest Non-Credit: Education and training that meets the needs of individuals or groups for the purpose of enhancing their hobby, leisure, and recreational skills.

Program: A course of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

PSAB: Public Sector Accounting Benchmark.

Registration: The number of students registered.

SEM: Strategic Enrolment Management: a concept and process that [through strategic.planning of enrolments] enables the fulfillment of institutional mission and students' educational goals.

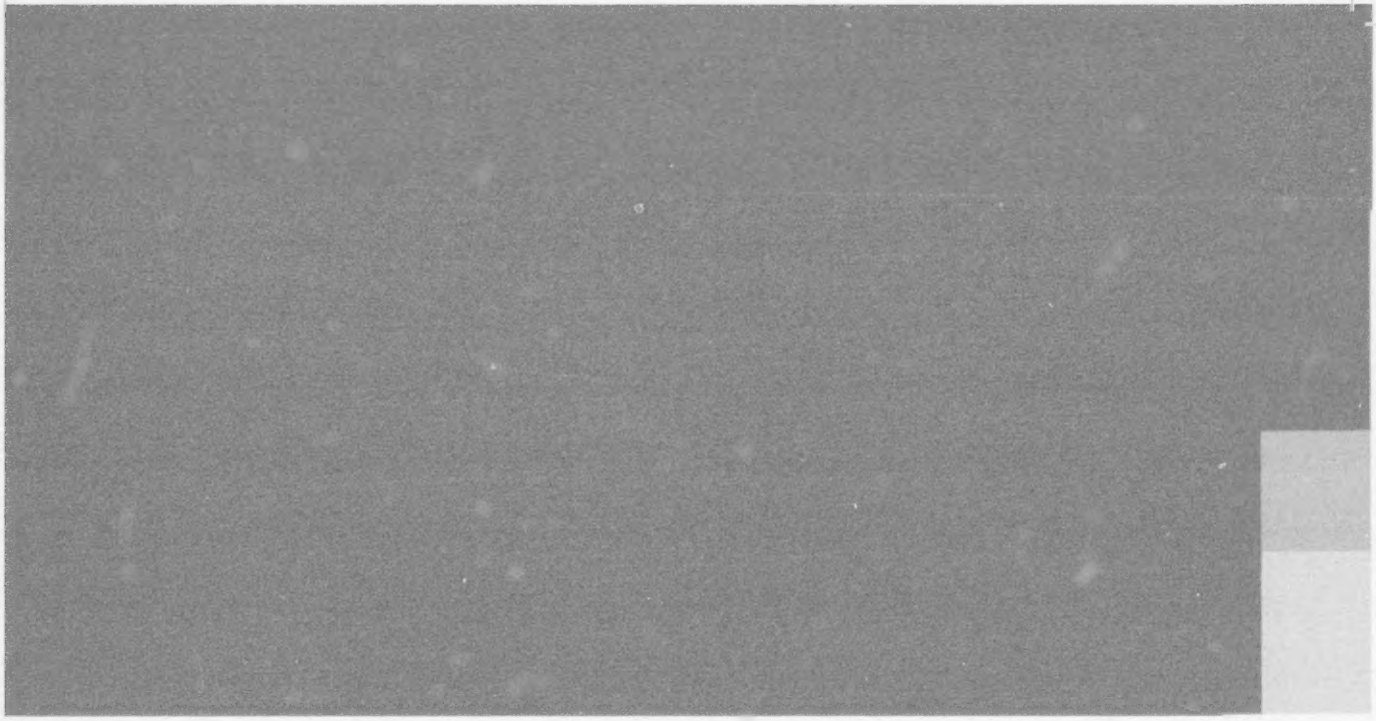
Services: The formal act (activities which are tracked) of helping, providing assistance, and/or advice.

SIS: Student Information System: a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

U of R: University of Regina.

U of S: University of Saskatchewan.

VSM: Value Stream Mapping: a Lean-management method for analyzing the current state and designing a future state for the series of events that take a product or service from its beginning through to the customer. At Toyota, it is known as "material and information flow mapping."



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